Minutes of
The Lehman College Senate Meeting
Wednesday, September 6, 2023
Senate Meeting

Senators Present: Aisemberg, G.; Ali, T.; Amargo, Z. A.; Austin, L.; Banks, R.; Bishop, S.; Brijmohan, S.; Brown, K.; Burton-Pye, B.; Dest, A.; Dozier, J. L.; Fera, J.; Finger, R.; Gonzalez, R.; Guerrero-Berroa, E.; Harrison, E.; Hernandez-Acevedo, B.; Hidalgo Rosa, N.; Holtzman, B.; Hurley, D.; Huston, C.; Hyman, D.; Jimenez, M.; Loscocco, P.; Machado, E.; MacKillop, J.; Manier, D.; Marianetti, M.; Markens, S.; McBride, T.; McKenna, C.; Mills, P.; Moalem, L.; Murphy, B.; Neumayer, C.; Nguyen, T.; Oberlin, D.; O'Neil, C.; Ohmer, S.; Parmar, R.; Payan, J. J.; Qafleshi, D.; Quinones, J.; Roldos, M. I.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Silva-Puras, J.; Sisselman-Borgia, A.; Sofianos, E.; Spence, N.; Stein Smith, S.; Turcios Orellana, D.; Urquiza Riveroll, A. R.; Wang, H-T.; Waring, E.; White, A.; Wills-Jackson, C.; Wright, J.; Yavuz, D.

Senators Absent: Baraldi, C.; Campeanu, S.; Chen-Hayes, S.; Delgado, F.; Ford, G.; Gerry, C.; Haque, A.; Kareemuddin, Z. B.; Levy, T.; McClendon, L.; Mohorcich, J.; O'Boy, D.; Palmer, C.; Pillcorema, K. A.; Prince, P.; Schwittek, D.; Seeram, S.; Smith, S.; Stopler, M.; Vann, M.; Zhao, L.

The College Senate Chair, Prof. Joseph Fera, presided over the College Seante in the absence of the president. The meeting was called to order at 3:54 p.m.

Prof. Fera welcomed all to the first meeting of the fall semester and thanked students, faculty, and staff for their service. He subsequently presented an overview of the College Senate, where he discussed the structure, functions, and procedures of the assembly.

See Attachment I

1. **<u>Approval of the Minutes</u>**

   There was a motion to move the May 3, 2023 minutes to the floor for discussion; the motion was seconded. There were no questions or comments. Professor Fera moved to a vote. The minutes of the May 3, 2023 College Senate was approved by unanimous voice vote.

   See Attachment II

2. **<u>Announcements and Communications</u>**

a. Report of the President—

There was no report.

On behalf of President Fernando Delgado, Professor Joseph Fera welcomed Jorge Silva-Puras as the Interim Provost of Lehman College; the assembly greeted Mr. Silva Puras warmly with applause.

b. Student Legislative Assembly—

The Vice President of Student Affairs and Chair of the Student Legislative Assembly (SLA), Ms. Tina Nguyen, greeted the College Senate and expressed her gratitude for the Office of Campus Life as well as the Student Government Association (SGA). She also congratulated the newly elected SGA President, Kadiatou Diallo, and gave a special thanks to Frankelly Marmolejos, the former Vice President of Student Affairs and Chair of SLA, for his guidance and assistance.

Ms. Nguyen announced that the SGA and the Office of Campus Life joined forces to provide many fun welcome back events and engaging activities for students. Ms. Nguyen went on to highlight the following events: (1) an ice cream social that took place a week prior, where over two-hundred students received gift bags, SGA merchandise, and items that advertised SGA's upcoming announcements; (2) a build-a-bear workshop, that was scheduled earlier in the day, where one-hundred students received three bears and snacks; (3) a panel discussion on doctors serving minorities, which was scheduled for Wednesday, September 13, 2023 at 12:30 p.m. in the East Dining Room; and (4) a club and activism fair scheduled for September 28, 2023 at 3:00 p.m. on the quad.

Ms. Nguyen made the following announcements regarding Student Government elections: (1) SGA was in the middle of special elections that would be held through Friday, September 15, 2023; (2) applications to run for Student Government would be open through September 17, 2023. Ms. Nguyen encouraged students to apply by either stopping by the Student Life Building, Room 219, or online via https://clubs.lehman.edu; and (3) students may vote to elect the officers of their choice beginning September 19, 2023 through September 21, 2023.

3. REPORTS OF STANDING COMMITTEES–

1. Graduate Studies

Professor Takiyah Ali presented proposals for curriculum changes in the following departments: Earth, Environmental, and Geospatial Sciences and Middle and High School Education. The floor was opened for discussion. There were no questions or comments. Professor Fera moved to vote on the presented proposals. All proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, September 27, 2023 at 11:00 a.m. via Zoom.

2. Governance Committee

Professor Susan Markens informed all that the Governance Committee could not operate in its full capacity as a Standing Committee. She explained that this was not only due to three vacancies on the committee but because of a restriction applicable to the Governance Committee alone, which is that all members of the Governance Committee must be members of the College Senate.

To fill the three vacancies on the Governance Committee, the floor was opened for nominations. Professors Amanda Sisselman-Borgia, Joseph Fera, and Sara Ohmer were nominated accordingly. There were no additional nominations from the floor. Professor Fera moved to a vote. Professors Amanda Sisselman-Borgia, Joseph Fera, and Sara Ohmer were all elected to serve on the Governance Committee by unanimous voice vote.

Prof. Markens informed that the committee could not present the slate of students who were elected to serve on the College Senate Standing Committees, as there was no slate to present. However, she communicated that once the SGA forwards a copy of the slate to the Governance Committee, it would be presented at the next meeting of the College Senate.

See Attachment IV

3. Committee on Admissions, Evaluations, and Academic Standards

There was no report.

4. Undergraduate Curriculum

Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments: Exercise Sciences and Recreation; Music, Multimedia, Theatre, and Dance; Political Science; and Sociology. The floor was opened for discussion. There were no questions or comments. Professor Fera moved to a vote. All presented proposals were approved by unanimous voice vote.

Professor Rosenberg made an announcement regarding the committee's selection of faculty members to present to the Common Core Course Review Committee (CCCRC)—a committee of faculty members established by the City University of New York (CUNY) that reviews courses submitted by CUNY colleges to ensure that the Pathways student learning outcomes are met. The committee's nominations were as follows: professors Rhiannon Dowling, Renee Bell, and Marjorine Henriquez-Castillo.

Professor Fera provided additional insight regarding Pathways and regarding the CCCRC. (1) He explained that Pathways—the University's new approach to general education requirements and transfer guidelines—was established to create ease and uniformity with regards to the Common Core and with regards to student transfers across CUNY. (2) He noted that the CCCRC nominations process requires that the College nominate three candidates to present to the CCCRC, and of those three candidates, the CCCRC would elect one.

The floor was opened for additional nominations. There were none. Professor Fera moved to a vote. All three nominees were approved by unanimous voice vote as the College's selection of faculty members to present to the CCCRC, where one of the three would be elected to serve on the CCCRC.

See Attachment V

The next meeting was scheduled for Wednesday, October 4, 2023 at 1:00 p.m. via Zoom.

5. **Academic Freedom:**
   There was no report.

6. **Library, Technology, and Telecommunication**
   Mr. Steven Castellano brought announcements from the Library, Division of Information Technology, Online Education, and concerning Blackboard.

   See Attachment VI

   The next meeting was scheduled for Wednesday, September 27, 2023 at 11:00 a.m. via Zoom.

7. **Campus Life and Facilities**
   Professor John Ongley provided updates on the campus' capital projects.

   See Attachment VII

8. **Budget and Long-Range Planning**
   There was no report.

   The next meeting was scheduled for Thursday, September 21, 2023 at 3:00 p.m. in Shuster Hall 336.

9. **Assessment**
   There was no report.

   Professor Devrim Yavuz briefed one informational item from the Office of Assessment & Institutional Effectiveness. He informed that the Assessment & Institutional Manager, Donald

Sutherland, emailed assessment coordinators the following announcement: that on September 14, 2023 at 3:00 p.m., there would be a workshop on Watermark's Planning and Self Study—an assessment planning effort to meet the College's goals for continuous improvement and accreditation standards. He encouraged all assessment coordinators to attend.

The next meeting was scheduled for Monday, September 18, 2023 at 2:00 p.m. via Zoom.

10. Equity, Inclusion, Accessibility, and Anti-Racism

There was no report.

11. University Faculty Senate Report

There was no report.

The next Plenary Session was scheduled for Tuesday, September 19, 2023 at 6:30 p.m.

Unfinished Business

There was no unfinished business to report.

New Business

There was no new business to report.

Professor Joseph Fera addressed Standing Committee chairs who served as chairs the year prior with the following note: that it is their responsibility to elect a new chair for the current academic year. He urged that they meet with the members of their corresponding Standing Committee, and accordingly, elect a new chair before the next meeting of the College Senate. Prof Fera also addressed all Standing Committee chairs and stressed the following: that they must inform him of faculty vacancies so that the Governance Committee may bring faculty nominations to the floor to fill those vacancies. He noted that filling vacancies—whether faculty or student—must not only be brought to the College Senate, but

must also be elected by the College Senate to officialize membership. Prof. Fera urged all with questions and concerns to contact him directly, via email.

ADJOURNMENT

Prof. Joseph Fera adjourned the meeting at 5:01 p.m.

Respectfully submitted:

Cynthia Cessant

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting Minutes

Wednesday, May 3, 2023, at 3:45 PM

Carman Hall, B-04

Senators Present: Akinkuolie-Ibidapo, Oluwatimilehin O.; Amargo, Zef A.; Austin, Laurie; Banks, Ronald; Bettiol, Renato; Brijmohan, Stefanie; Brown, Kimarea; Brownson, Carl; Burton-Pye, Benjamin; Busby, Aziza; Campeanu, Sandra; Clapp, Joseph; Contreras, Maria Guadalupe; Cooper, Wendell; Delgado, Fernando; Dominquez, Victoria; Dozier, Ja-el Lucina; Fakhouri, Sameh; Fera, Joseph; Forde, Althea; Fulakeza, Steven; Gil, Marianni M.; Gorokhovich, Yuri; Guerrero-Berroa, Elizabeth; Harrison, Elgloria; Holtzman, Benjamin; Hurley, Dene; Hyman, David; Kalb, Aryeh B.; Kareemuddin, Zainab B.; Khatun, Taslima; Mahon, James; Markens, Susan; Marmolejos, Frankelly; McKenna, Christine; Mills, Pamela; Mohorcich, Joseph; Murphy, Brian; Murray, Monique; Neumayer, Christine; Oberlin, Douglas; O'Boy, Deirdre; Ongley, John; Palacios, Hillary; Parmar, Rene; Pillcorema, Kelly A.**;** Pitts, Wesley; Prince, Penny; Prohaska, Vincent; Rashid, Emani Z.; Reynoso, Krystal; Rivera, Steven J.; Roldos, Maria Isabel; Rosario, Yvette; Rotolo, Rene; Ruiz, Ediltrudys; Santiago, Xavier T.; Schlesinger, Kenneth; Seeram, Selina; Sisselman-Borgia, Amanda; Sofianos, Eva; Stein Smith, Sean; Urquiza Riveroll, Ana Rebeca; Vann, Maurice; Waring, Elin; Yavuz, Devrim; Zhao, Liang.

Senators Absent: Aisemberg, Gabriel; Alli, Alesha; Amend, Allison; Baraldi, Carole; Bishop, Shirley; Chen-Hayes, Stuart; Di Raimo, Susan; Farrell, Robert; Finger, Richard; Ford, Gary; Gerry, Christopher; Heyaime, Jose Pedro; Kurup, Vasundara; Latchman, Frederice Y.; MacDonna, Patricia M.; MacKillop, Jane; Moalem, Lisa; Nwosu, Peter; Ohmer, Sarah; Payan, Juan Jesus; Ramsundar, Sanjay; Rice, Anne; Rodrigues, Semia; Samuel, Lalitha; Schwittek, David; Smith, Sunyata; Wang, Hsien-Tseng; Wills-Jackson, Celestial; Wright, Jermaine.

The meeting was called to order at 3:53 p.m. by President Fernando Delgado and Chair of the College Senate, Prof. Joseph Fera. Thank you, Professor Fera, for covering for President Delgado throughout the semester.

1. Approval of the Minutes

The minutes of the April 19, 2023, College Senate were approved by unanimous voice vote.

2. Announcements and Communications

a. Report of the President—

- Executive Vice Chancellor Hensel visited Lehman College this past Monday and she was pleasantly surprised by the engagement of our students. We were second to last among her visits and thus far, her favorite.

- Budget has a meeting next week with the Bronx Delegation and there will be a conversation with representative Dinowitz about funding for Lehman College.

- This summer we have opportunities for lobbyists to write grants. Spread the word.

b. Student Legislative Assembly—

Frankelly Marmolejos presented.

- There was a successful breakfast bash last week.

- EVC Hensel came to visit Lehman College. Mr. Marmolejos had the opportunity to discuss various issues with her such as: accessibility, religious prayer space and affordable cafeteria prices.

- Congratulations to the new SGA President, Khadija Diallo.

- Good luck with finals.

3. REPORTS OF STANDING COMMITTEES–

1. Graduate Studies

There was no report.

The next meeting is scheduled for fall.

2. Governance Committee

Professor Joseph Fera presented for the Governance Committee.

a) Senator At-Large Elections are taking place for faculty (part-time and full-time). Weighted Election Round will be May 1, 2023- May 15, 2023. This is all done online. There are three different rounds. Full-time faculty votes for full-time faculty, part-time faculty votes for part-time faculty and administrative staff votes for administrative staff.

b) Thank you, IT, for all the work you have done for us throughout the semester.

c) Filling Faculty Vacancies on Standing Senate Committees - Professor Joseph Fera presented the slate of faculty nominated to serve on Standing Senate Committees. He then opened the floor for additional nominations. No additional nominations were

made. The slate was closed. Professor Fera moved for a single vote and there was a unanimous voice vote of approval.

There is no scheduled upcoming Governance Committee meeting.

3. Committee on Admissions, Evaluations, and Academic Standards: Professor Sandra Campeanu

Professor Sandra Campeanu presented.

- The Spring 2023 graduation list was presented. This was the first time we had doctoral students on our graduation list. The vote was taken pending the students satisfied their graduation requirements. Professor Fera moved for approval of the graduation list, and it was approved by a unanimous single voice vote.

No future meeting was announced.

4. Undergraduate Curriculum: Professor Lynn Rosenberg

Professor Yuri Gorokhovich presented proposals for the following departments: Psychology Department, Early Childhood & Childhood Education Department, Exercise Sciences and Recreation Department; Adult Degree Program Department, Journalism and Media Studies Department, Languages and Literature Department; Management and Business Innovation Department, History Department; Earth, Environmental, and Geospatial Sciences Department; Social Work Department, Art Department, Health Equity, Administration & Technology Department; Latin American and Latino Studies Department and Department of Health Promotion and Nutrition Sciences.

Item #6- Language and Literature was brought to the floor for discussion. It was regarding a withdrawal of minors such as CLA (classical culture), GER (German) and HEB (Hebrew). The rationale behind their discontinuance is that they are no longer active classes.
Prof. Fera moved for a vote on items 1-14, except for item #6. They were approved by unanimous voice vote. Item #6 was voted on and approved by majority voice vote.

No future meeting was announced.

5. Academic Freedom: Professor David Manier

Professor Manier presented.

- Resolution on Florida House Bill 999
    - This Resolution was approved at the previous Senate meeting. Lehman College is officially a co-sponsor of the American Historical Association against Florida House Bill 999. The Resolution is a protest of House Bill 999 in Florida, which restricts academic freedom regarding teaching the history of black people and indigenous people in the United States. It essentially gives the board of trustees who are political appointees in Florida the prerogative to censure and otherwise restrict the ability of Florida's public universities and schools to teach the truth essentially as they see it.
- Financial Exigency
    - A revised resolution concerning financial exigency was brought to the Senate floor for endorsement.
    - Floor rights were given to Bridget Barbera Esq. who explained that several parts of the resolution were in opposition to CUNY policy.
    - In light of this information, the Parliamentarian advised the President to remove the financial exigency resolution from the floor.
    - The President removed the resolution on financial exigency from consideration, but allowed for discussion.
    - The body ultimately approved sending the resolution on financial exigency to the following committees for review: Academic Freedom, Budget and Long-Range Planning, and Undergraduate Curriculum.

No future meeting was announced.

6. Library, Technology, and Telecommunications: Mr. Steven Castellano

Mr. Steven Castellano brought announcements.

a. Library - has extended hours for finals from May 17, 2023 – May 23, 2023. The first floor will be open until midnight. Limited library staff will be available during the extended hours. Virtual chat is also available.
b. Blackboard – CUNY has a contract with Brightspace, but the contract is not fully executed. We are awaiting a response from Albany.

The next meeting will be in August.

7. Campus Life and Facilities: Professor John Ongley

Professor John Ongley presented.

a. There is renovation of Carman Hall B-39 taking place. It will be completed before the fall. B-36 will be next on the list.
b. Renovation of the Nursing Building is still taking place. In the fall they will be moving into the building. Classes should start by Spring 2024.
c. Leaks are being fixed in the Apex.
d. Financial Aid – Students are having issues contacting Financial Aid and getting advice. Due to volume, it might take 10 days to get a response. The chat function can give access to a live person.

The next meeting is TBD.

8. Budget and Long-Range Planning: Professor Brian Murphy

Professor Brian Murphy presented.

- Year 2022, we had a shortfall of almost 15 million dollars. Stimulus funds covered this shortfall.
- We are still in a deficit, but things are slowly improving.

See attached report.

Next meeting TBD.

9. Academic Assessment: Professor Devrim Yavuz

Professor Devrim Yavuz presented.

a. We have a new assessment system, Watermark.
b. Upload your items to Watermark.

The next meeting TBD.

10. Equity, Inclusion, Accessibility, and Anti-Racism: Professor Mary Phillips

Professor Phillips and Takiyah Ali presented with updates.

a. Resolution to address food insecurity – This is the first time this committee has had a Resolution. A motion was made on the Resolution to change the word "therefore" to "support". The amendment was adopted by unanimous voice vote.

b. Resolution for "Wellness Day" – The Resolution was on the floor for discussion. A definition of "Wellness Day" needs to be established. It is unclear if an instruction day will be taken away. There must be 14 days of teaching. Professor Fera moved to amend the Resolution to change the language to, "Lehman supports exploring a Wellness Day". We lost the quorum before a vote could be taken.

The next meeting is scheduled for Tuesday, May 9th, 2023, at 11:00 am via Zoom.

11. University Faculty Senate Report: Professor Dana Fenton

There was no report.

Unfinished Business

There was no report.

New Business

Professor Alan Kluger gave the Ombudsperson report.

- Lehman's Ombudsman serves as a confidential investigator in cases of alleged unfairness or maladministration. He is the official spokesperson for all parties.
- There is one continued case with a faculty member. This commenced in March of 2020. The faculty member was advised that the issue should be evaluated on the academic side.

This faculty member has been unsatisfied with the help he has received and has reached out to union representatives.

- Thank you, Professor Kluger, for your hard work at Lehman College. You have been with us for about 50 years. Congratulations on your well-deserved retirement.

ADJOURNMENT

Professor Delgado adjourned the meeting at 6:04 pm.

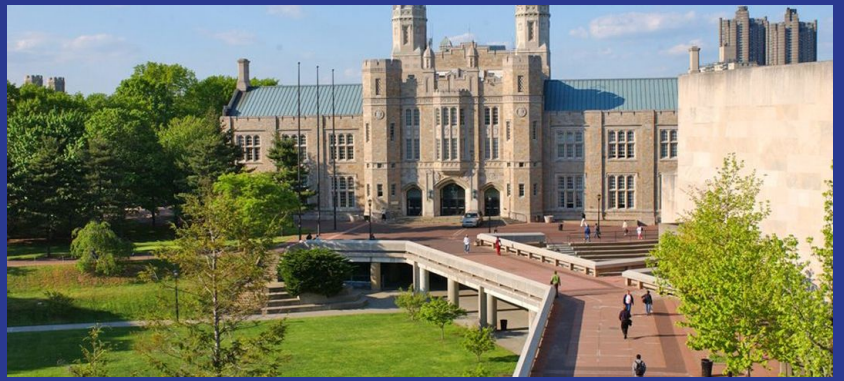
Happy Summer!

Respectfully submitted:

Lalita Hainauth, J.D.

Welcome To The Lehman College Senate

A Brief Overview



Functions of The Lehman College Senate

- Responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.
- Has the power to make policy recommendations, and to review the implementation of policy concerning:
  - Academic Affairs
  - Long-range planning
  - Campus Life and Activities
  - Academic Freedom
- Subject to the Authority and ByLaws of the CUNY Board of Trustees

We Are A *College* Senate

The Senate Has A Total of 102 Members:

- Students (34)
- Faculty (51)
- Non-Instructional Staff (5)
- Administrators (12)

We Need **52** Members Present To Transact Business. This is **quorum**.

Guests Are Welcomed, But Asked To Sit To The Side.

The Senate Works Through Committee

- **Most** Senate work is done through committee. Working through committee allows for a thorough investigation of matters and an informed discussion on the floor.
- The Senate has **10** Standing Committees:

Governance	Budget & Long-Range Planning
Admissions, Evaluations, Academic Standards (CAEAS)	Library, Technology, and Telecommunications
Graduate Studies	Campus Life & Facilities
Undergraduate Curriculum	Academic Freedom
Assessment	Equity, Inclusion, Accessibility Anti-Racism

- There May Also Be Ad Hoc Committees

The Senate Is NOT A Rubber Stamp

Senate Meetings

- Senate Meets Once Per Month
- President Presides Over Meetings
- Agenda Includes Communications and Committee Reports
- Meeting Materials Available One Week Before Meeting
- **READ MATERIALS BEFOREHAND**

Rules of Order

- Governed by Senate ByLaws and College Governance Documents
- Defer to Robert's Rules of Order
- Parliamentarian Available
- Common Sense & An Informed, Engaged, Open Conversation Has Been Priority
- Ask Questions!

Important Things To Mention

- Read The Materials Beforehand
- It Takes A Village: Sophia, Cynthia. Migdio, Steve, Bridget, Thank You!!
- Check Out The Senate Website
- More Information Will Be Presented In Meetings As Necessary
- Ask Questions, Get Involved
- Thank You For Serving!!

Senate Meeting – September 6, 2023

Proposed Graduate Studies Report

Department of Earth, Environmental and Geospatial Sciences

- Course change: GEP 505

Department of Middle and High School Education

- New program: Advanced Certificate in Mindfulness and Contemplative Studies
- Addition of distance education format: Advanced Certificate in Mindfulness and Contemplative Studies
- New courses: ESC 773, 774, 784, 786
- Course change: ESC 612
- Degree changes:
    - MSEd, English Teacher, 7-12 Trans B
    - MSEd, English Education, 7-12
    - MSEd, Science Teacher, 7-12 Trans B
    - MSEd, Science Education
    - MSEd, Mathematics Teacher, 7-12 Trans B
    - MSEd, Mathematics, 7-12
    - MA, Social Studies Teacher, 7-12 Trans B
    - MA, Social Studies, 7-12

Next meeting: **September 27, 2023, at 11 a.m.**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences (EGGS)
Career	[X] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 505
Course Title	Principles of Geographic Information Science
Description	The use of Geographic Information Systems in the teaching of social, earth, and life sciences. Demographic studies and graphic presentation of demographic analyses. The use of modern mapping techniques in studies of the Earth Environment.
Pre/ Co Requisites	~~GEO 501 OR GEH 501 OR~~ Departmental Permission
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Earth, Environmental, and Geospatial Sciences (EGGS)
Career	[X] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 505
Course Title	Principles of Geographic Information Science
Description	The use of Geographic Information Systems for conducting research and spatial analysis in the natural and social sciences. The use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth's environment.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale:**
Completing GEO 501 or GEH 501 prior is not necessary to successfully complete this course. The learning outcomes of the department and program will not be affected by this change in course prerequisite, but removing the prerequisite will add flexibility to degree completion.

5. **Date of departmental approval:** 04/05/2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

Request for Registration of a New Advanced Certificate Program

Name of Program and Degree Award: Mindfulness and Contemplative Studies Advanced Certificate Program
Program Code: TBD
Proposed HEGIS code: 0834.00
Effective Term: Fall 2024

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

2. **From:** N/A

3. **To:**

Mindfulness and Contemplative Studies Advanced Certificate Program (12 credits)

The Mindfulness and Contemplative Studies Advanced Certificate is designed for individuals who have earned an undergraduate or graduate degree or for those who are enrolled currently in a graduate degree program. In the advanced certificate program, students will acquire a strong foundation in the theory, origins, and practice of contemplative studies and mindfulness while also acquiring the necessary skills to consider and apply theory to their professional work and/or personal lives. Graduates will have a thorough understanding of the application of contemplative techniques and mindfulness across fields and will have the technical skills and knowledge that are necessary to practice and teach mindfulness in varied settings. The Advanced Certificate Program is suitable for those working in the fields of education, medicine, social work, counseling, leadership, or health and wellness or for individuals who are seeking personal growth.

Program Objectives:

1. To build a strong foundation in theory, origins, and practice of contemplative studies and mindfulness: The program aims to provide students with a comprehensive understanding of the history, philosophy, and practices of mindfulness studies. Students will explore the theoretical underpinnings of mindfulness and acquire skills for self-reflection and transformation.

2. To apply contemplative techniques and mindfulness across fields: The program will equip students with the skills and knowledge to apply mindfulness practices in diverse settings. Graduates will be able to integrate mindfulness practices into their personal lives and professional work, including fields such as education, medicine, social work, counseling, leadership, and health and wellness.

3. To acquire technical skills and knowledge to practice and teach mindfulness: The program will provide students with the necessary technical skills and knowledge to practice mindfulness and teach others. Graduates will have a deep understanding of the methods and approaches for teaching mindfulness and will be able to design and implement mindfulness programs in various settings.

4. To seek personal and professional growth: The program is suitable for individuals who are seeking personal and professional growth. Students will develop skills for self-awareness, self-care, and cultivating resilience, which are essential for personal and professional growth.

Overall, the Advanced Certificate Program in Mindfulness and Contemplative Studies aims to provide students with a transformative educational experience that integrates theory, practice, and the application of mindfulness. Graduates will be well-equipped to make a positive impact in their personal and professional lives and contribute to the wider community.

Admissions Requirements:

1. An undergraduate bachelor's degree or graduate master's degree from an accredited institution.
2. Official undergraduate or graduate transcript showing a minimum 3.0 GPA.
3. One letter of recommendation from an employer, faculty or community leader to serve as academic and/or character reference.
4. An essay that explains the interest in pursuing this area of study and future career plans.

Program of Study

Courses	Course Descriptions
ESC 773: Principles of Mindfulness	Examination of the historical emergence and theoretical foundations of mindfulness and its incorporation into Western society. Analysis of the integration and impact of mindfulness across diverse sectors such as education, social work,

(3 credits)	counseling, healthcare, and business. A scholarly insight into the science of mindfulness and its intersection with contemporary psychological theories is provided. The course also introduces mindfulness techniques aimed at nurturing self-compassion, attention, and resilience.
ESC 774: Mindfulness in Social Change (3 credits)	Exploration of the role of mindfulness as a training tool for transformation, leadership and social change. Topics include mindful approaches to respond to issues of privilege, power, identity and diversity; to deal with issues of racial distress and institutional racism; to provide healing to disenfranchised communities. Ways to design accessible and culturally relevant mindfulness training will also be covered.
ESC 784: Contemplative Pedagogy (3 credits)	Theory and principles of contemplative pedagogy, including the integration of mindfulness, reflection, and experiential learning into educational and professional settings. Evidence-based strategies for teaching mindfulness, evaluating mindfulness curricula, and customizing mindfulness programs for specific professional context. Topics include leading individual and group training; designing contemplative learning activities; developing assessments; and teaching mindfulness to underserved and at-risk populations.
ESC 786: The Mind-Body Connection (3 credits)	In-depth examination of the ways our thoughts, emotions, and behaviors impact our physical health and well-being. Analysis of research on the mind-body connection, stress, and the ways anxiety, depression, and other mental health issues can have a significant impact on our physical health. Exploration of techniques and practices that can help improve mind-body connection, including mindfulness meditation, yoga, and other mind-body practices.

Course Sequence:

Semester	Courses
Fall Semester (6 credits)	ESC 773: Principles of Mindfulness (3 credits) ESC 774: Mindfulness in Social Change (3 credits)
Spring Semester (6 credits)	ESC 784: Contemplative Pedagogy (3 credits) ESC 786: The Mind-Body Connection: (3 credits)

4. **Rationale:**

The demand for mindfulness and contemplative practices has been on the rise in personal and professional settings. Therefore, there is a need to offer a training program that provides comprehensive knowledge of these practices and equips learners with the skills to teach them effectively. Many professionals, including therapists, educators, and healthcare providers, are integrating mindfulness and contemplative practices into their work. A certification program offers them the necessary skills and knowledge to incorporate these practices into their professional work. Moreover, a certification program provides a standard set of guidelines and best practices for teaching mindfulness and contemplative practices. This ensures that individuals who receive certification can be trusted to effectively teach these practices while meeting a certain level of competence.

As a whole, a certification program for mindfulness and contemplative studies offers a systematic and thorough approach to acquiring these skills, integrates scientific investigation, promotes career advancement, and guarantees excellence in training.

We are also submitting a proposal to the New York State Education Department to make our Mindfulness and Contemplative Studies Advanced Certificate program available online. By taking advantage of distance learning, students will have more flexibility and convenience as they complete the program online. This also means we'll be able to invite a wider range of students to join the program.

5. **Date of Department Approval:** 4/7/2022

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	Middle & High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Development [ ] Remedial
Subject Area	ESC
Course Prefix & Number	ESC 773
Course Title	Principles of Mindfulness
Description	Examination of the historical emergence and theoretical foundations of mindfulness and its incorporation into Western society. Analysis of the integration and impact of mindfulness across diverse sectors such as education, social work, counseling, healthcare, and business. A scholarly insight into the science of mindfulness and its intersection with contemporary psychological theories is provided. The course also introduces mindfulness techniques aimed at nurturing self-compassion, attention, and resilience.
Pre/Corequisites	N/A
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attributes	Writing Intensive

General Education Component	X Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale**:
This foundational course is an essential prerequisite that is needed to prepare practitioners to be qualified to incorporate mindfulness into K-12 education or into other professional settings. After completing this course candidates will have a thorough understanding of the history, theory, and practical uses of mindfulness and will also have the skills needed to build a dedicated mindfulness practice.

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

1. Understand and explain the historical and theoretical underpinnings of mindfulness.
2. Identify and discuss the distinctions between mindfulness practice in the West and its historical context as a path of liberation.
3. Analyze mindfulness in the context of contemporary psychological theory.
4. Comprehend the scientific basis of mindfulness and its cognitive and emotional benefits.
5. Evaluate the utilization of mindfulness training as an intervention in healthy and clinical populations.
6. Recognize the role of mindfulness philosophies and practice in today's socioeconomic, cultural, and political landscape.

5. **Date of Department Approval:** 4/7/2022

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

2.

Department	Middle & High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Development [ ] Remedial
Subject Area	ESC
Course Prefix & Number	ESC 774
Course Title	Mindfulness and Social Change
Description	Exploration of the role of mindfulness as a training tool for transformation, leadership and social change. Topics include mindful approaches to respond to issues of privilege, power, identity and diversity; to deal with issues of racial distress and institutional racism; to provide healing to disenfranchised communities. Ways to design accessible and culturally relevant mindfulness training will also be covered.
Pre/Corequisites	N/A
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attributes	Writing Intensive
General Education Component	x__ Not Applicable ____ Required

	____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Given the widespread use of mindfulness it is important to understand and learn how to contextualize mindfulness to respond to issues of privilege, power, diversity and identity and how mindfulness can be utilized to contribute to social change and socially just and moral societies. Without being armed with this knowledge there is a risk that mindfulness will be utilized, especially in K-12 schools, as a form of social and behavioral control versus as a much-needed tool to promote healing and peace among those that are disenfranchised and experiencing inner turmoil and conflict.

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

1. Understand and apply mindfulness approaches to address issues of privilege, power, diversity, and identity.
2. Design and implement culturally inclusive mindfulness training programs.
3. Utilize mindfulness to heal and transform patterns of injustice and harm.
4. Cultivate empathy and compassion in diverse communities through mindful perspectives.
5. Evaluate the ethical implications of mindfulness in various applied fields.
6. Strengthen personal mindfulness practice for self-awareness and leadership development.

5. **Date of Department Approval:** 4/7/2022

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department	Middle & High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Development [ ] Remedial
Subject Area	ESC
Course Prefix & Number	ESC 784
Course Title	Contemplative Pedagogy
Description	Theory and principles of contemplative pedagogy, including the integration of mindfulness, reflection, and experiential learning into educational and professional settings. Evidence-based strategies for teaching mindfulness, evaluating mindfulness curricula, and customizing mindfulness programs for specific professional context. Topics include leading individual and group training; designing contemplative learning activities; developing assessments; and teaching mindfulness to underserved and at-risk populations.
Pre/Corequisites	N/A
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No

Course Attributes	Writing Intensive
General Education Component	x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Contemplative pedagogy is an approach to teaching and learning that incorporates contemplative practices, such as mindfulness meditation, reflective writing, and deep listening, into the classroom setting. The rationale for a course on contemplative pedagogy lies in its potential to train candidates to promote a deeper understanding of course content, enhance critical thinking skills, and foster a sense of community among students.

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

1. Understand the foundational principles and theories of mindfulness and contemplative pedagogy, including their relevance and application in educational and professional settings.

2. Acquire evidence-based strategies for teaching mindfulness, evaluating mindfulness curricula, and customizing mindfulness programs to meet the specific needs of diverse student or client populations.

3. Develop practical skills in leading individual and group training sessions, effectively incorporating mindfulness and contemplative practices into instructional sessions and learning environments.

4. Design contemplative learning activities that integrate mindfulness, reflection, and experiential learning to promote critical thinking, problem-solving, and creativity among

students or clients.

5. Demonstrate the ability to develop assessments that align with contemplative pedagogy, effectively measure student or client engagement and progress, and address the challenges and opportunities of evaluating mindfulness-based learning experiences.

5. **Date of Department Approval:** 4/7/2022

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CURRICULUM CHANGE

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

2.

Department	Middle & High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Development [ ] Remedial
Subject Area	ESC
Course Prefix & Number	ESC 786
Course Title	The Mind-Body Connection
Description	In-depth examination of the ways our thoughts, emotions, and behaviors impact our physical health and well-being. Analysis of research on the mind-body connection, stress, and the ways anxiety, depression, and other mental health issues can have a significant impact on our physical health. Exploration of techniques and practices that can help improve mind-body connection, including mindfulness meditation, yoga, and other mind-body practices.
Pre/Corequisites	N/A
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attributes	Writing Intensive

General Education Component	x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Regular mindfulness practice causes structural changes to the brain and body and alters cognitive function and development. Given the wide spread practice of mindfulness it is important that practitioners and individuals that are teaching mindfulness to understand this phenomenon and the role that it plays in learning, behavior and health.

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

1. Understand the latest research on the mind-body connection and its implications for overall health and well-being.
2. Explore the relationship between mental health issues, such as stress, anxiety, and depression, and their impact on physical health, including chronic pain and illness.
3. Examine various techniques and practices, such as mindfulness meditation and yoga, that can enhance the mind-body connection and promote holistic well-being.
4. Comprehend the scientific theories and empirical evidence supporting the mind-body connection.
5. Recognize the influence of mind-body practices, like meditation, on cognitive development, learning, memory, and attention.
6. Understand the neurological and physiological changes that occur in the brain and body through regular mind-body practices, including neuroplasticity, hormone regulation, immune system function, and epigenetics.

5. **Date of Department Approval:** 4/7/2022

LEHMAN COLLEGE

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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 612
Course Title	ESC 612 - Seminar in Secondary ~~and TESOL~~ Student Teaching
Description	Analysis of problems or practices in secondary school teaching with an emphasis on the teaching and acquisition of language and literacies. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course. PREREQ: Departmental permission.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing	NA

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

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 612
Course Title	ESC 612 - Seminar in Secondary Student Teaching
Description	Analysis of problems or practices in secondary school teaching with an emphasis on the teaching and acquisition of language and literacies. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course. PREREQ: Departmental permission.

Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science _____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

The TESOL PreK-12 program now has its own Student Teaching seminar with the PreK-12 grade span. Removing “and TESOL” from the course title does not impact learning outcomes but it clarifies which teachers this course is intended to serve.

5. **Date of departmental approval:** 4/27/2023

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: English Teacher, Grades 7-12 Alternative Transitional B Certification, MSED
Hegis Number: 0899.50
Program Code: 25802
Effective Term:

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

2. **From:**

English Teacher, Grades 7-12 Alternative Transitional B Certification (Fulfills the academic requirements for Initial and Professional Certifications.)

~~This program offers six sequences and is designed for students seeking a master's degree in English Education, grades 7-12 and offers dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist.~~

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

~~**Sequence 2 (30 crs.):** Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.~~

~~**Sequence 3 (35-36 crs.):** Candidates seeking initial certification in English Education 7-12 but who lack any coursework in education.~~

~~**Sequence 4 (35 crs.):** Alternative Transitional B candidates seeking initial certification in English Education 7-12.~~

~~**Sequence 5** (**39 crs**.): Candidates seeking dual certification in English Education 7-12 Students with Disabilities (SWD) certification.~~

~~**Sequence 6 (42 crs.)**: Alternative Transitional B candidates seeking dual certification in English Education 7-12 and SWD 7-12 Generalist.~~

~~**Admission Requirements**~~

- ~~Possess a bachelor's degree in English or its equivalent from an accredited college or university.~~
- ~~Have earned a minimum cumulative index of 3.0 in the undergraduate record.~~
- ~~If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.~~
- ~~For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.~~
- ~~For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.~~
- ~~For Sequences 4 and 6, possess Transitional B license from New York State.~~
- ~~For Sequences 1-4, evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.~~
- ~~A 500-word essay on interest in the program as it relates to long-term career goals.~~
- ~~Two letters of recommendation.~~
- ~~An interview with an English Education program coordinator that includes a transcript review.~~

~~Type: Completion requirement~~

~~Earn at least 30 credits~~

~~Major Requirements - Sequence 1~~

~~Type: Completion requirement~~

~~English Content Intensive for Certified Teachers~~

~~Fulfill ALL of the following requirements:~~

~~Methods of Teaching English in Middle and High School~~

~~Earn at least 15 credits from the following:~~

- ~~ESC 522 - Teaching English in Middle and High School~~
- ~~ESC 721 - Literature for Middle and High School Students~~
- ~~ESC 724 - Methods of Teaching Writing in Middle and High School~~
- ~~ESC 725 - Teaching English Grammar~~
- ~~ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics~~
- ~~ESC 720 - Reading and Reading Materials for Adolescents~~

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

~~English Electives~~

~~Earn at least 9 credits~~

~~Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (9-12 credits)~~

~~Master's Project~~

~~Earn at least 3 credits from the following:~~

- ~~ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

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

~~Major Requirements - Sequence 2~~

~~Type: Completion requirement~~

~~Undergraduate Education Minor Option~~

~~Fulfill ALL of the following requirements:~~

~~Methods of Teaching English in Middle and High School~~

~~Complete ALL of the following Courses:~~

- ~~ESC 522 - Teaching English in Middle and High School~~
- ~~ESC 721 - Literature for Middle and High School Students~~
- ~~ESC 724 - Methods of Teaching Writing in Middle and High School~~
- ~~ESC 725 - Teaching English Grammar~~
- ~~ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics~~
- ~~ESC 772 - Evaluation and Assessment of Student Learning~~

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

~~English Electives~~

~~Earn at least 3 credits~~

~~Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (3-6 credits)~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

~~Student Teaching or Teaching Internship~~

~~Complete at least 1 of the following:~~

~~Teaching Internship~~

~~Complete ALL of the following Courses:~~

- ~~ESC 595 - Internship in Classroom Teaching~~
- ~~ESC 612 - Seminar in Secondary and TESOL Student Teaching~~

~~Student Teaching~~

~~Complete ALL of the following Courses:~~

- ~~ESC 596 - Student Teaching in the Middle and High School Grades~~
- ~~ESC 612 - Seminar in Secondary and TESOL Student Teaching~~

~~Candidates seeking initial certification who have met core education requirements.~~

~~Major Requirements - Sequence 3~~

~~Type: Completion requirement~~

~~English Undergraduate Major Option~~

~~Fulfill ALL of the following requirements:~~

~~Core Education~~

~~Complete ALL of the following Courses:~~

- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~
- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~

~~Methods of Teaching English in Middle and High School~~

~~Earn at least 12 credits from the following:~~

- ~~ESC 522 - Teaching English in Middle and High School~~
- ~~ESC 720 - Reading and Reading Materials for Adolescents~~
- ~~ESC 721 - Literature for Middle and High School Students~~
- ~~ESC 722 - Teaching Communication Skills in the Content Areas~~
- ~~ESC 724 - Methods of Teaching Writing in Middle and High School~~
- ~~ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics~~
- ~~ESC 772 - Evaluation and Assessment of Student Learning~~
- ~~ESC 725 - Teaching English Grammar~~

~~English Electives~~

~~Earn at least 3 credits~~

~~Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement. (3 credits)~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

~~Student Teaching or Teaching Internship~~

~~Complete at least 1 of the following:~~

~~Teaching Internship~~

~~Complete ALL of the following Courses:~~

- ~~ESC 595 - Internship in Classroom Teaching~~
- ~~ESC 612 - Seminar in Secondary and TESOL Student Teaching~~

~~Student Teaching~~

~~Complete ALL of the following Courses:~~

- ~~ESC 596 - Student Teaching in the Middle and High School Grades~~

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

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

Major Requirements - Sequence 4

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC 501 - Psychological Foundations of Education
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning
- ESC 725 - Teaching English Grammar

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement. (3 credits)

Master's Project

Earn at least 3 credits from the following:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

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

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

Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:
(1) Teaching English to Speakers of Other Languages (TESOL P-12);
(2) Middle Childhood Extension, Grades 5-6;
(3) Bilingual Extension

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

Major Requirements - Sequence 5

Type: Completion requirement

Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ~~EDS 780 - Adolescent Development~~
- ~~EDS 712 - The Adolescent with Disabilities~~
- ~~EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set~~
- ~~EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities~~
- ~~EDS 741 - Psycho-educational Evaluation of Children with Learning Problems~~
- ~~EDS 743 - Behavioral Assessment, Management, and Change~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~

~~Pedagogical Core~~

~~Complete ALL of the following Courses:~~

- ~~ESC 522 - Teaching English in Middle and High School~~
- ~~ESC 724 - Methods of Teaching Writing in Middle and High School~~
- ~~ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools~~
- ~~ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School~~

~~Student Teaching~~

~~Complete ALL of the following Courses:~~

- ~~ESC 597 - Student Teaching in Inclusive Secondary Classrooms~~
- ~~ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms~~

~~Candidates with an undergraduate degree in English who lack core education requirements and seek initial certification in English Language Arts Education and Students with Disabilities (SWD) grades 7-12.~~

~~Additional Comments:~~

~~In addition to the requirements above, Sequence 5 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman~~

~~College recommendation; and (c) passing scores on the Special Education Content Specialty Test.~~

~~Major Requirements - Sequence 6~~

~~Type: Completion requirement~~

~~Trans B Alternative Dual Certification in English Language Arts 7-12 and Students with Disabilities, Generalist, Grades 7-12~~

~~Fulfill ALL of the following requirements:~~

~~Introductory Core~~

~~Complete ALL of the following Courses:~~

- ~~ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas~~
- ~~EDS 780 - Adolescent Development~~
- ~~EDS 743 - Behavioral Assessment, Management, and Change~~

~~Foundations Core~~

~~Complete ALL of the following Courses:~~

- ~~EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set~~
- ~~EDS 740 - Nature and Needs of the Handicapped~~
- ~~EDS 743 - Behavioral Assessment, Management, and Change~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~

~~Pedagogical Core~~

~~Complete ALL of the following Courses:~~

- ~~EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities~~
- ~~ESC 522 - Teaching English in Middle and High School~~
- ~~ESC 724 - Methods of Teaching Writing in Middle and High School~~
- ~~ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools~~

- ~~ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School~~

~~Student Teaching~~

~~Complete ALL of the following Courses:~~

- ~~ESC 597 - Student Teaching in Inclusive Secondary Classrooms~~
- ~~ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms~~

~~Candidates with an undergraduate degree in English, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in English 7-12 and Students with Disabilities (SWD), Generalist, Grades 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.~~

Major Requirements - Additional Certification Requirements

Type: Completion requirement

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

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

Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:
(1) Teaching English to Speakers of Other Languages (TESOL P-12);
(2) Middle Childhood Extension, Grades 5-6;
(3) Bilingual Extension

3. **To:**

English Teacher, Grades 7-12 Alternative Transitional B Certification (Fulfills the academic requirements for Initial and Professional Certifications.)

This program offers two tracks for candidates possessing a Trans B license from New York State.

Track 1 (32 crs.): Alternative Transitional B candidates seeking initial certification in English Education 7-12.

Track 2 (36 crs.): Alternative Transitional B candidates seeking dual certification in English Education 7-12 and SWD 7-12 Generalist.

Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Degree Requirements

Track 1 (32 crs.): Trans B Alternative Certification in English Education 7-12

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

Core Education (9 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3

Methods of Teaching English in Middle and High School (12 credits):

Selected from:

		Credits
ESC 522	Teaching English in Middle and High School	3
ESC 720	Reading and Reading Materials for Adolescents	3
ESC 721	Literature for Middle and High School Students	3
ESC 724	Methods of Teaching Writing in Middle and High School	3
ESC 730	Methods of Teaching English in Middle and High School: Selected Topics	3
ESC 772	Evaluation and Assessment of Student Learning	3
ESC 725	Teaching English Grammar	3

English Electives (3 credits):

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

Master's Project (3 credits):

		Credits
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Teaching Internship (5 credits):

		Credits
ESC 595	Internship in Classroom Teaching	1-3
	Plus	
ESC 612	Seminar in Secondary Student Teaching	3

Track 2: Trans B Alternative Dual Certification in English Language Arts 7-12 and Students with Disabilities, Generalist, Grades 7-12 (36 credits)

Candidates with an undergraduate degree in English, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in English 7-12 and Students with Disabilities (SWD), Generalist, Grades 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

- Introductory Core (6 credits): EDS 780 (3), and EDS 743 (3)
- Foundations Core (12 credits): EDS 714 (3), EDS 740 (3), EDS 743 (3), and ESC 529 (3)
- Pedagogical Core (12 credits): EDS 716 (3), ESC 522 (3), ESC 540 (3), and ESC 541 (3)
- Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

		Credits
EDS 780	Adolescent Development	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
EDS 716	EDS 716: Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3

EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 522	Teaching English in Middle and High School	3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3
ESC 541	Teaching Math and Science to Diverse Students	3
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Proj Seminar	3

Additional Certification Requirements:

In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS) and English CST.

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

Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:

(1) Teaching English to Speakers of Other Languages (TESOL P-12);

(2) Middle Childhood Extension, Grades 5-6;

(3) Bilingual Extension

4. **Rationale:**

There are four main reasons for these changes: (1) Issues with Registrar's Office being able to submit a CRM ticket; (2) organization and description changes; and (3) the elimination of credits.

First, NYSED approved the Trans B programs in 2022. However, for CUNY Central to process the CRM Ticket, the Registrar's Office advised us to submit an additional program change form with the Trans B program listed by itself.

Second, the descriptive parts needed to be reworded to reflect the contents of the Trans B programs independent of the traditional education programs. This involved renaming them in the reorganization. From this point forward, traditional programs will be organized in "sequences" and Trans B ones in "tracks."

Third, we eliminated 6 credits from the Track 2 program because they are unnecessary given the Trans B license's prerequisites that candidates earn 6 credits before qualifying for the teaching license.

And fourth, some of these programs are still referencing the edTPA Certification Exam, which was eliminated in 2022.

5. **Date of departmental approval:** April 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: English Education 7-12, MSED
Hegis Number: 1501.01
Program Code: 25803
Effective Term:

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

2. **From:**

English Education M.S.Ed. Program (Fulfills the academic requirements for Initial and Professional Certifications.)

This program offers ~~six~~ sequences and is designed for students seeking a master's degree in English Education, grades 7-12 and offers dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist.

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

Sequence 2 (30 crs.): Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.

Sequence 3 (35-36 crs.): Candidates seeking initial certification in English Education 7-12 but who lack any coursework in education.

~~**Sequence 4 (35 crs.):** Alternative Transitional B candidates seeking initial certification in English Education 7-12.~~

Sequence ~~5~~ (**39 crs**.): Candidates seeking dual certification in English Education 7-12 Students with Disabilities (SWD) certification.

~~**Sequence 6 (42 crs.)**: Alternative Transitional B candidates seeking dual certification in English Education 7-12 and SWD 7-12 Generalist.~~

Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- ~~For Sequences 4 and 6, possess Transitional B license from New York State.~~
- For Sequences 1-4, evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Type: Completion requirement

Earn at least 30 credits

Major Requirements - Sequence 1

Type: Completion requirement

English Content Intensive for Certified Teachers

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Earn at least 15 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics

- ESC 720 - Reading and Reading Materials for Adolescents

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

English Electives

Earn at least 9 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (9-12 credits)

Master's Project

Earn at least 3 credits from the following:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

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

Major Requirements - Sequence 2

Type: Completion requirement

Undergraduate Education Minor Option

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Complete ALL of the following Courses:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning

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

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (3-6 credits)

Master's Project

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates seeking initial certification who have met core education requirements.

Major Requirements - Sequence 3

Type: Completion requirement

English Undergraduate Major Option

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 722 - Teaching Communication Skills in the Content Areas
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning
- ESC 725 - Teaching English Grammar

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement. (3 credits)

Master's Project

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

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

~~Major Requirements - Sequence 4~~

~~Type: Completion requirement~~

~~Fulfill ALL of the following requirements:~~

~~Core Education~~

~~Complete ALL of the following Courses:~~

- ~~ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas~~
- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~
- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~

~~Methods of Teaching English in Middle and High School~~

~~Earn at least 12 credits from the following:~~

- ~~ESC 522 - Teaching English in Middle and High School~~
- ~~ESC 720 - Reading and Reading Materials for Adolescents~~
- ~~ESC 721 - Literature for Middle and High School Students~~

- ~~ESC 724 - Methods of Teaching Writing in Middle and High School~~
- ~~ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics~~
- ~~ESC 772 - Evaluation and Assessment of Student Learning~~
- ~~ESC 725 - Teaching English Grammar~~

~~English Electives~~

~~Earn at least 3 credits~~

~~Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement. (3 credits)~~

~~Master's Project~~

~~Earn at least 3 credits from the following:~~

- ~~ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

~~Teaching Internship~~

~~Complete ALL of the following Courses:~~

- ~~ESC 595 - Internship in Classroom Teaching~~
- ~~ESC 612 - Seminar in Secondary and TESOL Student Teaching~~

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

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

~~Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:~~
~~(1) Teaching English to Speakers of Other Languages (TESOL P-12);~~
~~(2) Middle Childhood Extension, Grades 5-6;~~
~~(3) Bilingual Extension~~

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

Major Requirements - Sequence ~~5~~

Type: Completion requirement

Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 522 - Teaching English in Middle and High School
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in English who lack core education requirements and seek initial certification in English Language Arts Education and Students with Disabilities (SWD) grades 7-12.

Additional Comments:

In addition to the requirements above, Sequence 5 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

~~Major Requirements - Sequence 6~~

~~Type: Completion requirement~~

~~Trans B Alternative Dual Certification in English Language Arts 7-12 and Students with Disabilities, Generalist, Grades 7-12~~

~~Fulfill ALL of the following requirements:~~

~~Introductory Core~~

~~Complete ALL of the following Courses:~~

- ~~ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas~~
- ~~EDS 780 - Adolescent Development~~
- ~~EDS 743 - Behavioral Assessment, Management, and Change~~

~~Foundations Core~~

~~Complete ALL of the following Courses:~~

- ~~EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set~~
- ~~EDS 740 - Nature and Needs of the Handicapped~~
- ~~EDS 743 - Behavioral Assessment, Management, and Change~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~

~~Pedagogical Core~~

~~Complete ALL of the following Courses:~~

- ~~EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities~~
- ~~ESC 522 - Teaching English in Middle and High School~~
- ~~ESC 724 - Methods of Teaching Writing in Middle and High School~~
- ~~ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools~~
- ~~ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School~~

~~Student Teaching~~

~~Complete ALL of the following Courses:~~

- ~~ESC 597 - Student Teaching in Inclusive Secondary Classrooms~~
- ~~ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms~~

~~Candidates with an undergraduate degree in English, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in English 7-12 and Students with Disabilities (SWD), Generalist, Grades 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.~~

~~Major Requirements - Additional Certification Requirements~~

Type: Completion requirement

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

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

Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:
(1) Teaching English to Speakers of Other Languages (TESOL P-12);
(2) Middle Childhood Extension, Grades 5-6;
(3) Bilingual Extension

3. **To:**

English Education M.S.Ed. Program (Fulfills the academic requirements for Initial and Professional Certifications.)

This program offers four sequences and is designed for students seeking a master's degree in English Education, grades 7-12 and offers dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist.

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

Sequence 2 (30 crs.): Candidates seeking initial certification in English Education 7-12 who have completed the undergraduate education minor but are not certified.

Sequence 3 (35-36 crs.): Candidates seeking initial certification in English Education 7-12 but who lack any coursework in education.

Sequence 4 (**39 crs**.): Candidates seeking dual certification in English Education 7-12 Students with Disabilities (SWD) certification.

Admission Requirements

- Possess a bachelor's degree in English or its equivalent from an accredited college or university.
- Have earned a minimum cumulative index of 3.0 in the undergraduate record.
- If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.
- For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.
- For Sequences 1-4, evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- A 500-word essay on interest in the program as it relates to long-term career goals.
- Two letters of recommendation.
- An interview with an English Education program coordinator that includes a transcript review.

Type: Completion requirement

Earn at least 30 credits

Major Requirements - Sequence 1

Type: Completion requirement

English Content Intensive for Certified Teachers

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Earn at least 15 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics

- ESC 720 - Reading and Reading Materials for Adolescents

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

English Electives

Earn at least 9 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (9-12 credits)

Master's Project

Earn at least 3 credits from the following:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

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

Major Requirements - Sequence 2

Type: Completion requirement

Undergraduate Education Minor Option

Fulfill ALL of the following requirements:

Methods of Teaching English in Middle and High School

Complete ALL of the following Courses:

- ESC 522 - Teaching English in Middle and High School
- ESC 721 - Literature for Middle and High School Students
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 725 - Teaching English Grammar
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning

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

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course(s) to satisfy this requirement. (3-6 credits)

Master's Project

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates seeking initial certification who have met core education requirements.

Major Requirements - Sequence 3

Type: Completion requirement

English Undergraduate Major Option

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC 522 - Teaching English in Middle and High School
- ESC 720 - Reading and Reading Materials for Adolescents
- ESC 721 - Literature for Middle and High School Students
- ESC 722 - Teaching Communication Skills in the Content Areas
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC 772 - Evaluation and Assessment of Student Learning
- ESC 725 - Teaching English Grammar

English Electives

Earn at least 3 credits

Consult with an adviser in the English Education program for the appropriate course to satisfy this requirement. (3 credits)

Master's Project

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

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

Major Requirements - Sequence 4

Type: Completion requirement

Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 522 - Teaching English in Middle and High School
- ESC 724 - Methods of Teaching Writing in Middle and High School
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in English who lack core education requirements and seek initial certification in English Language Arts Education and Students with Disabilities (SWD) grades 7-12.

Additional Comments:

In addition to the requirements above, Sequence 5 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

Type: Completion requirement

In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), and English CST and (c) demonstrate successful completion of a liberal arts and sciences core.

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

Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly:
(1) Teaching English to Speakers of Other Languages (TESOL P-12);
(2) Middle Childhood Extension, Grades 5-6;
(3) Bilingual Extension

4. **Rationale:**

We deleted the Trans B programs from the descriptions and requirements because they are listed under another program code. From this point forward, traditional programs will be organized in “sequences” and Trans B ones in “tracks.”

5. **Date of departmental approval:** April 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Science Teacher Grade 7-12 Alternative Transitional B Certification
Hegis Number: 0899.50
Program Code: 25790
Effective Term:

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

2. **From:**

~~This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State Initial Certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, earth science, general science, and physics.~~

~~To be eligible for the Science Education Master's Program, potential students must fall into one of the following categories:~~

~~Sequence 1: For candidates who have, or are eligible for, Initial Certification in subjects other than science and who seek certification as science teachers.~~

~~Sequence 2: For candidates who have completed at least 36 credits in biology, chemistry, geology, or physics, but who lack professional education coursework and who seek Initial Certification.~~

~~Sequence 3: For candidates who hold a valid Transitional B certificate in biology, chemistry, earth science, general science, or physics, Grades 7-12, from New York State.~~

Requirements

~~Major Requirements~~ - Admission Requirements

~~**Type**: Prerequisite~~

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the Content Specialty Test (CST).
4. ~~For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.~~
5. ~~For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.~~
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

~~Major Requirements - Core Requirements/ Curriculum: Sequence 1~~

~~Type: Completion requirement~~

~~Fulfill ALL of the following requirements:~~

~~**Core Education Sequence (3-6 credits)**~~

~~Earn at least 3 credits from the following:~~

- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~
- ~~ESC 519 - Teaching Science in Middle and High School~~

~~**ESC 519:** *Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification*.~~

~~**Curriculum and Instruction (12 credits)**~~

~~**Earn at least 12 credits from the following:**~~

- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~
- ~~ESC 755 - Teaching the Historical Development of Science~~
- ~~ESC 595 - Internship in Classroom Teaching~~
  ~~**AND** ESC 611 - Teaching Internship Seminar in Secondary Education~~
- ~~ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.~~
- ~~ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics~~

~~**ESC 755** or **ESC 595** and **ESC 611**~~

~~**ESC 767**: *Or equivalent.*~~

~~Research and Culmination Projects (6 credits)~~

~~Earn at least 6 credits from the following:~~

- ~~ESC 705 - Methods of Educational Research~~
- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~
- ~~ESC 705 - Methods of Educational Research~~
  ~~**AND** ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

~~Graduate Science Content (12 credits)~~

~~Fulfill ANY of the following requirements:~~

~~Biology~~

~~Complete ANY of the following Courses:~~

- ~~BIO 501 - Topics in Genetics~~
- ~~BIO 502 - Topics in Economic Botany~~

~~Chemistry~~

~~Complete ANY of the following Courses:~~

- ~~CHE 542 - Advanced Inorganic Chemistry~~
- ~~CHE 544 – Biochemistry~~
- ~~CHE 548 - Special Topics in Modern Organic Chemistry~~

~~Geology~~

~~Complete ANY of the following Courses:~~

- ~~GEO 501 - Earth Processes~~
- ~~GEO 502 - Earth History~~
- ~~GEO 503 - Geologic Field Methods~~
- ~~AST 601 - Astronomy of Solar Systems~~

~~Physics~~

~~Complete ANY of the following Courses:~~

- ~~PHY 601 - Advanced General Physics~~
- ~~PHY 605 - Physics for Teachers~~
- ~~AST 601 - Astronomy of Solar Systems~~

~~AST 602 - Stellar Astronomy~~

~~Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.~~

~~Major Requirements - Core Requirements/ Curriculum: Sequence 2~~

~~**Type:** Completion requirement~~

~~**Fulfill ALL of the following requirements:**~~

~~**Core Education Sequence (18 credits)**~~

~~**Earn at least 18 credits from the following:**~~

- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~
  ~~**OR** ESC 713 - Restorative Practices & Restorative Justice~~
- ~~ESC 519 - Teaching Science in Middle and High School~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~
- ~~ESC 596 - Student Teaching in the Middle and High School Grades~~
- ~~ESC 612 - Seminar in Secondary and TESOL Student Teaching~~

~~**Curriculum and Instruction (12 credits)**~~

~~**Earn at least 12 credits from the following:**~~

- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~
- ~~ESC 536 - Teaching Technology Subjects in Middle and High School~~
  ~~**OR** ESC 537 - Principles of Computer Science Education I~~
- ~~ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.~~
- ~~ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics~~

~~**Research and Culmination Projects (6 credits)**~~

~~**Earn at least 6 credits from the following:**~~

- ~~ESC 705 - Methods of Educational Research~~
- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~
- ~~ESC 705 - Methods of Educational Research~~
  ~~**AND** ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

~~**Graduate Science Content (6-12 credits)**~~

~~**Fulfill ANY of the following requirements:**~~

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Topics in Economic Botany

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 – Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems

AST 602 - Stellar Astronomy

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

Major Requirements - Core Requirements/ Curriculum: Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education Sequence (13 credits)

Earn at least 13 credits from the following:

- ESC 501 - Psychological Foundations of Education

- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~
- ~~ESC 519 - Teaching Science in Middle and High School~~
- ~~ESC 789 - Independent Study in Curriculum Development~~
- ~~ESC 595 - Internship in Classroom Teaching~~
  ~~**OR** ESC 596 - Student Teaching in the Middle and High School Grades~~

~~Curriculum and Instruction (12 credits)~~

~~Earn at least 12 credits from the following:~~

- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~
- ~~ESC 536 - Teaching Technology Subjects in Middle and High School~~
- ~~ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.~~

~~ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics~~

~~ESC 536:~~ ~~*Or equivalent.*~~
~~ESC 767:~~ ~~*Or equivalent.*~~

~~Research and Culmination Projects (3 credits)~~

~~Earn at least 3 credits from the following:~~

- ~~ESC 705 - Methods of Educational Research~~
- ~~ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas~~

~~Graduate Science Content (6-8 credits)~~

~~Fulfill ANY of the following requirements:~~

~~Biology~~

~~Complete ANY of the following Courses:~~

- ~~BIO 611 - Problems in Microbiology~~
- ~~BIO 612 - Plant Growth and Development~~
- ~~BIO 618 - Problems in Ecology~~

~~Chemistry~~

~~Complete ANY of the following Courses:~~

- ~~CHE 542 - Advanced Inorganic Chemistry~~
- ~~CHE 544 – Biochemistry~~
- ~~CHE 548 - Special Topics in Modern Organic Chemistry~~

~~Geology~~

~~**Complete ANY of the following Courses:**~~

- ~~GEO 501 - Earth Processes~~
- ~~GEO 502 - Earth History~~
- ~~GEO 503 - Geologic Field Methods~~

~~**Physics**~~

~~**Complete ANY of the following Courses:**~~

- ~~PHY 601 - Advanced General Physics~~
- ~~AST 601 - Astronomy of Solar Systems~~
- ~~AST 602 - Stellar Astronomy~~

~~**General Science**~~

~~**Complete ANY of the following Courses:**~~

- ~~BIO 618 - Problems in Ecology~~
- ~~CHE 542 - Advanced Inorganic Chemistry~~
- ~~GEO 501 - Earth Processes~~
- ~~PHY 601 - Advanced General Physics~~

~~Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.~~

3. **To:**

Science Education M.S.Ed. Program

This program offers two tracks for candidates possessing a Trans B license from New York State.

Track 1 (33-38 crs.): Alternative Transitional B candidates seeking initial certification in Science Education 7-12.

Track 2 (42-44 crs.): Alternative Transitional B candidates seeking dual certification in Science Education 7-12 and SWD 7-12 Generalist.

Science Education Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the Content Specialty Test (CST).

4. Satisfy appropriate voice, speech, and health standards.
5. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
6. Personal interview.

Science Education Degree Requirements

Students must consult with an adviser in the Science Education 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 Science Education Program.

Track 1: Trans B Alternative Certification in Science Education 7-12 Sequence (33-38 credits). For candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science Education 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Core Education Sequence (12-15 credits)

Curriculum and Instruction (12 credits)

Research and Culmination Projects (3 credits)

Graduate Science Content (6-8 credits)

Core Education Sequence (12-15 credits):

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
	or	
ESC 713	Restorative Practices & Restorative Justice	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3

ESC 789	Independent Study in Curriculum Development	1-3
ESC 595	Internship in Classroom Teaching	2
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3

Curriculum and Instruction (12 credits):

		Credits
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
ESC 536	Teaching Technology Subjects in Middle and High School	3
ESC 767	An introduction to the use of the museum as a resource for teaching and learning science	3
ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3

ESC 536: Or equivalent.

ESC 767: Or equivalent.

Research and Culmination Projects (3 credits):

		Credits
ESC 705	Methods of Educational Research	3

Graduate Science Content (6-8 credits):

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

Biology:

		Credits
BIO 611	Problems in Microbiology	3
BIO 612	Plant Growth and Development	4
BIO 618	Problems in Ecology	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

		Credits
GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3

Physics:

		Credits
PHY 601	Advanced General Physics	3
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

General Science:

		Credits
BIO 618	Problems in Ecology	4
CHE 542	Advanced Inorganic Chemistry	3

GEO 501	Earth Processes	3
PHY 601	Advanced General Physics	3

Computer Science

		Credits
CMP 567	Programming Methods I for Educators	3
CMP 568	Programming Methods II for Educators	3
CMP 569	Data Structures and Algorithms for Educators	3
CMP 566	Computer Thinking for Educators	3

Track 2: Trans B Alternative Dual Certification in Science Education 7-12 and Students with Disabilities, Generalist. Grades 7-12 (42-44 credits)

Candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science Education 7-12 and Students with Disabilities (SWD) Generalist Grades 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Introductory Core (6 credits)
Foundations Core (12 credits)
Pedagogical Core (12 credits)
Student Teaching (6 credits)
Graduate Science Content (6 credits)

Introductory Core (6 credits)

		Credits
EDS 780	Adolescent Development	3

EDS 743	Behavioral Assessment, Management and Change	3

Foundations Core (12 credits)

		Credits
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 712	The Adolescent with Disabilities	
ESC 529	Language and Literacies Acquisition in Secondary Education	3

Pedagogical Core (12 credits)

		Credits
EDS 716	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3
ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3

ESC 770	Methods of Teaching Science in Secondary Schools: Selected Topics	3

Student Teaching (6 credits)

		Credits
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Proj Seminar	3

Graduate Science Content (6-8 credits):

Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to:

Biology:

		Credits
BIO 501	Topics in Genetics	4
BIO 502	Topics in Economic Botany	4

Chemistry:

		Credits
CHE 542	Advanced Inorganic Chemistry	3
CHE 544	Biochemistry	3
CHE 548	Special Topics in Modern Organic Chemistry	3

Geology:

Credits

GEO 501	Earth Processes	3
GEO 502	Earth History	3
GEO 503	Geologic Field Methods	3
AST 601	Astronomy of Solar Systems	4

Physics:

		Credits
PHY 601	Advanced General Physics	3
PHY 605	Physics for Teachers	4
AST 601	Astronomy of Solar Systems	4
AST 602	Stellar Astronomy	4

Computer Science

		Credits
CMP 567	Programming Methods I for Educators	3
CMP 568	Programming Methods II for Educators	3
CMP 569	Data Structures and Algorithms for Educators	3
CMP 566	Computer Thinking for Educators	3

4. **Rationale:**

There are three main reasons for these changes: (1) Issues with Registrar's Office being able to submit a CRM ticket; (2) organization and description changes; and (3) the elimination of credits.

First, NYSED approved the Trans B programs in 2022. However, for CUNY Central to process the CRM Ticket, the Registrar's Office advised us to submit an additional program change form with the Trans B program listed by itself.

Second, the descriptive parts needed to be reworded to reflect the contents of the Trans B programs independent of the traditional education programs. This involved renaming them in the reorganization. From this point forward, traditional programs will be organized in "sequences" and Trans B ones in "tracks."

And third, we eliminated 6 credits from the Track 2 program because they are unnecessary given the Trans B license's prerequisites that candidates earn 6 credits before qualifying for the teaching license.

5. **Date of departmental approval:** April 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Science Education, MSED
Hegis Number: 0834.00
Program Code: 25791
Effective Term:

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

2. **From:**
Science Education

This program offers ~~six~~ sequences and is designed for candidates seeking a Master's degree in Science Education and dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist.

Sequence 1 (32-36 credits): is for candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification.

Sequence 2 (42-48 credits): is for candidates with an undergraduate science major but who lack professional education coursework and who seek initial certification.

Sequence 3 (31-35 credits): is for candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.

Sequence 4 (43-45 credits): is for candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

~~**Sequence 5 (36-41 credits):** is for candidates with an undergraduate science major seeking alternative Trans B certification in Science Education 7-12.~~

~~**Sequence 6 (48-50 credits):** is for applications seeking alternative Trans B dual certification in Science Education 7-12 and SWD 7-12 Generalist.~~

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).

3. For Sequence 1 admission: An undergraduate science major or the equivalent and initial certification.

4. For Sequence 2 and the dual certification and Trans B sequences admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.

5. For Sequence 3 admission: An undergraduate science major and must have completed at least 12 credits of the Middle and High School education minor.

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

7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.

8. Personal interview.

Masters Requirements - Master of Science in Education

Type: Completion requirement

Earn at least 31 credits

Advisement

- Students must consult with an adviser in the Science Education 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 Science Education Program. Students must complete one of the three sequences outlined below.

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (3-6 credits)

Earn at least 3 credits from the following:

- ESC 529 - Language and Literacies Acquisition in Middle & HS Educatio
- ESC 519 - Teaching Science in Middle and High School
- ESC 519: Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification.

Curriculum and Instruction (11-12 credits)

Earn at least 11 credits from the following:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 713 - Restorative Practices & Restorative Justice
  OR ESC 595 - Internship in Classroom Teaching
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC 767: Or equivalent.

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II
- ESC 705 - Methods of Educational Research
  AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Topics in Economic Botany

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 – Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification.

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (18 credits)

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective **OR** ESC 713 - Restorative Practices & Restorative Justice
- ESC 519 - Teaching Science in Middle and High School
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 536 - Teaching Technology Subjects in Middle and High School **OR** ESC 537 - Principles of Computer Science Education I

- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.

- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research

- ESC 706 - Project Seminar I

- ESC 707 - Project Seminar II

- ESC 705 - Methods of Educational Research
  AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (6-12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics

- BIO 502 - Topics in Economic Botany

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry

- CHE 544 - Biochemistry

- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and are seeking initial certification in Science Education grades 7-12.

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (10-12 credits)

Earn at least 10 credits from the following:

- ESC 519 - Teaching Science in Middle and High School
- ESC 789 - Independent Study in Curriculum Development
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Curriculum and Instruction (9 credits)

Complete ALL of the following Courses:

- ESC 536 - Teaching Technology Subjects in Middle and High School
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- **ESC 536**: Or equivalent.
- **ESC 767**: Or equivalent.

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 611 - Problems in Microbiology
- BIO 612 - Plant Growth and Development
- BIO 618 - Problems in Ecology

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History

- GEO 503 - Geologic Field Methods

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

General Science

Complete ANY of the following Courses:

- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes
- PHY 601 - Advanced General Physics

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.

Masters Requirements - Sequence 4

Type: Completion requirement

Dual Certification Science Education and Teaching Students with Disabilities Generalist Grades 7-12

Fulfill ALL of the following requirements:

Foundations Core (21 credits)

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 519 - Teaching Science in Middle and High School

- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Topics in Economic Botany

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

~~Masters Requirements - Sequence 5~~

~~**Type:** Completion requirement~~

~~**Trans B Alternative Certification in Science Education 7-12 Sequence**~~

~~**Fulfill ALL of the following requirements:**~~

~~**Core Education (15-18 credits)**~~

~~**Earn at least 15 credits from the following:**~~

- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~
  ~~**OR** ESC 713 - Restorative Practices & Restorative Justice~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~
- ~~ESC 519 - Teaching Science in Middle and High School~~
- ~~ESC 789 - Independent Study in Curriculum Development~~
- ~~ESC 595 - Internship in Classroom Teaching~~
  ~~**OR** ESC 596 - Student Teaching in the Middle and High School Grades~~

~~**Curriculum and Instruction (12 credits)**~~

~~**Earn at least 12 credits from the following:**~~

- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~
- ~~ESC 536 - Teaching Technology Subjects in Middle and High School~~
- ~~ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.~~

- ~~ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics~~

~~**ESC 536**: Or equivalent.~~
~~**ESC 767**: Or equivalent.~~

~~**Research and Culmination Projects (3 credits)**~~

~~**Complete ALL of the following Courses:**~~

- ~~ESC 705 - Methods of Educational Research~~

~~**Graduate Science Content (6-8 credits)**~~

~~**Fulfill ANY of the following requirements:**~~

~~**Biology**~~

~~**Complete ANY of the following Courses:**~~

- ~~BIO 611 - Problems in Microbiology~~
- ~~BIO 612 - Plant Growth and Development~~
- ~~BIO 618 - Problems in Ecology~~

~~**Chemistry**~~

~~**Complete ANY of the following Courses:**~~

- ~~CHE 542 - Advanced Inorganic Chemistry~~
- ~~CHE 544 - Biochemistry~~
- ~~CHE 548 - Special Topics in Modern Organic Chemistry~~

~~**Geology**~~

~~**Complete ANY of the following Courses:**~~

- ~~GEO 501 - Earth Processes~~

- ~~GEO 502 - Earth History~~
- ~~GEO 503 - Geologic Field Methods~~

~~Physics~~

~~Complete ANY of the following Courses:~~

- ~~PHY 601 - Advanced General Physics~~
- ~~AST 601 - Astronomy of Solar Systems~~
- ~~AST 602 - Stellar Astronomy~~

~~General Science~~

~~Complete ANY of the following Courses:~~

- ~~BIO 618 - Problems in Ecology~~
- ~~CHE 542 - Advanced Inorganic Chemistry~~
- ~~GEO 501 - Earth Processes~~
- ~~PHY 601 - Advanced General Physics~~

~~Computer Science~~

~~Complete ANY of the following Courses:~~

- ~~CMP 567 - Programming Methods I for Educators~~
- ~~CMP 568 - Programming Methods II for Educators~~
- ~~CMP 569 - Data Structures and Algorithms for Educators~~
- ~~CMP 566 - Computer Thinking for Educators~~

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science Education 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Masters Requirements - Sequence 6

Type: Completion requirement

Trans B Alternative Dual Certification in Science Education 7-12 and Students with Disabilities, Generalist. Grades 7-12

Fulfill ALL of the following requirements:

Introductory Core (9 credits)

Complete ALL of the following Courses:

- ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas
- EDS 780 - Adolescent Development
- EDS 743 - Behavioral Assessment, Management, and Change

Foundations Core (12 credits)

Complete ALL of the following Courses:

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 712 - The Adolescent with Disabilities
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

~~Pedagogical Core (15 credits)~~

~~Complete ALL of the following Courses:~~

- ~~EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities~~
- ~~ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools~~
- ~~ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School~~
- ~~ESC 519 - Teaching Science in Middle and High School~~
- ~~ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics~~

~~Student Teaching (6 credits)~~

~~Complete ALL of the following Courses:~~

- ~~ESC 597 - Student Teaching in Inclusive Secondary Classrooms~~
- ~~ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms~~

~~Graduate Science Content (6-8 credits)~~

~~Fulfill ANY of the following requirements:~~

~~Biology~~

~~Complete ANY of the following Courses:~~

- ~~BIO 501 - Topics in Genetics~~
- ~~BIO 502 - Topics in Economic Botany~~

~~Chemistry~~

~~Complete ANY of the following Courses:~~

- ~~CHE 542 - Advanced Inorganic Chemistry~~
- ~~CHE 544 - Biochemistry~~
- ~~CHE 548 - Special Topics in Modern Organic Chemistry~~

~~Geology~~

~~Complete ANY of the following Courses:~~

- ~~GEO 501 - Earth Processes~~
- ~~GEO 502 - Earth History~~
- ~~GEO 503 - Geologic Field Methods~~
- ~~AST 601 - Astronomy of Solar Systems~~

~~Physics~~

~~Complete ANY of the following Courses:~~

- ~~PHY 601 - Advanced General Physics~~
- ~~PHY 605 - Physics for Teachers~~
- ~~AST 601 - Astronomy of Solar Systems~~
- ~~AST 602 - Stellar Astronomy~~

~~Computer Science~~

~~Complete ANY of the following Courses:~~

- ~~CMP 567 - Programming Methods I for Educators~~
- ~~CMP 568 - Programming Methods II for Educators~~

- ~~CMP 569 - Data Structures and Algorithms for Educators~~

- ~~CMP 566 - Computer Thinking for Educators~~

~~Note:~~

- ~~Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.~~

~~Candidates with at least 36 credits in biology, chemistry, geology, or physics, who lack core education requirements and seek alternative Trans B, Initial and Professional certification in Science Education 7-12 and Students with Disabilities (SWD) Generalist Grades 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.~~

3. **To:**

Science Education

This program offers <u>four</u> sequences and is designed for candidates seeking a Master's degree in Science Education and dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist.

Sequence 1 (32-36 credits): is for candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification.

Sequence 2 (42-48 credits): is for candidates with an undergraduate science major but who lack professional education coursework and who seek initial certification.

Sequence 3 (31-35 credits): is for candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.

Sequence 4 (43-45 credits): is for candidates with an undergraduate science major with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).

3. For Sequence 1 admission: An undergraduate science major or the equivalent and initial certification.

4. For Sequence 2 and the dual certification and Trans B sequences admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.

5. For Sequence 3 admission: An undergraduate science major and must have completed at least 12 credits of the Middle and High School education minor.

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

7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.

8. Personal interview.

Masters Requirements - Master of Science in Education

Type: Completion requirement

Earn at least 31 credits

Advisement

- Students must consult with an adviser in the Science Education 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 Science Education Program. Students must complete one of the three sequences outlined below.

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (3-6 credits)

Earn at least 3 credits from the following:

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

- ESC 519 - Teaching Science in Middle and High School

- **ESC 519**: Candidates may also be required to take based on the Program Coordinator's assessment of prior experience and qualification.

Curriculum and Instruction (11-12 credits)

Earn at least 11 credits from the following:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings

- ESC 713 - Restorative Practices & Restorative Justice
  OR ESC 595 - Internship in Classroom Teaching

- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.

- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

- **ESC 767**: Or equivalent.

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research

- ESC 706 - Project Seminar I

- ESC 707 - Project Seminar II

- ESC 705 - Methods of Educational Research
  AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Topics in Economic Botany

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems

- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major or the equivalent and who have, or are eligible for, Initial Certification.

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (18 credits)

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective **OR** ESC 713 - Restorative Practices & Restorative Justice
- ESC 519 - Teaching Science in Middle and High School

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 536 - Teaching Technology Subjects in Middle and High School
  OR ESC 537 - Principles of Computer Science Education I
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II
- ESC 705 - Methods of Educational Research
  AND ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (6-12 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Topics in Economic Botany

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- PHY 605 - Physics for Teachers
- AST 601 - Astronomy of Solar Systems

- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and are seeking initial certification in Science Education grades 7-12.

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education (10-12 credits)

Earn at least 10 credits from the following:

- ESC 519 - Teaching Science in Middle and High School
- ESC 789 - Independent Study in Curriculum Development
- ESC 596 - Student Teaching in the Middle and High School Grades

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Curriculum and Instruction (9 credits)

Complete ALL of the following Courses:

- ESC 536 - Teaching Technology Subjects in Middle and High School
- ESC 767 - The Museum as a Resource for Teaching Science in Secondary Settings.
- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- **ESC 536**: Or equivalent.
- **ESC 767**: Or equivalent.

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:

- ESC 705 - Methods of Educational Research
- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 611 - Problems in Microbiology
- BIO 612 - Plant Growth and Development
- BIO 618 - Problems in Ecology

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

General Science

Complete ANY of the following Courses:

- BIO 618 - Problems in Ecology
- CHE 542 - Advanced Inorganic Chemistry
- GEO 501 - Earth Processes

- PHY 601 - Advanced General Physics

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For candidates with an undergraduate science major who previously completed an education minor or equivalent courses and are seeking initial certification.

Masters Requirements - Sequence 4

Type: Completion requirement

Dual Certification Science Education and Teaching Students with Disabilities Generalist Grades 7-12

Fulfill ALL of the following requirements:

Foundations Core (21 credits)

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities

- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems

- EDS 743 - Behavioral Assessment, Management, and Change

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:

- ESC 519 - Teaching Science in Middle and High School

- ESC 770 - Methods of Teaching Science in Secondary Schools: Selected Topics

- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching (6 credits)

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms

- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:

- BIO 501 - Topics in Genetics
- BIO 502 - Topics in Economic Botany

Chemistry

Complete ANY of the following Courses:

- CHE 542 - Advanced Inorganic Chemistry
- CHE 544 - Biochemistry
- CHE 548 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:

- GEO 501 - Earth Processes
- GEO 502 - Earth History
- GEO 503 - Geologic Field Methods
- AST 601 - Astronomy of Solar Systems

Physics

Complete ANY of the following Courses:

- PHY 601 - Advanced General Physics
- AST 601 - Astronomy of Solar Systems
- AST 602 - Stellar Astronomy

Computer Science

Complete ANY of the following Courses:

- CMP 567 - Programming Methods I for Educators
- CMP 568 - Programming Methods II for Educators
- CMP 569 - Data Structures and Algorithms for Educators
- CMP 566 - Computer Thinking for Educators

Note:

- Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

For Candidates with at least 36 credits in biology, chemistry, geology, or physics with no previous secondary education coursework and an interest in dual Science Education 7-12 and SWD 7-12 Generalist certification.

4. **Rationale:**

We deleted the Trans B programs from the descriptions and requirements because they are listed under another program code. From this point forward, traditional programs will be organized in “sequences” and Trans B ones in “tracks.”

5. **Date of departmental approval:** April 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics Teacher Grade 7-12 Alternative
Hegis Number: 0899.50
Program Code: 25826
Effective Term:

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

2. **From:**

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied.

Admissions Requirements

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
- Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.

~~**Transitional B Sequence for Grades 5-9**~~

~~**Certification**~~

- ~~Must hold a valid Transitional B Certificate from NYSED.~~
- ~~Submission of scores on the New York State Content Specialty Test (CST) in Mathematics.~~

~~**Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**~~

~~**Certification**~~

- ~~Mathematics major and must have a NYS Transitional B Certificate.~~
- ~~Submit scores on the New York State Content Specialty Test (C.S.T.) in Mathematics.~~

~~Masters of Science in Education~~

~~**Transitional B Sequence for Grades 5-9**~~

~~**Earn at least 37 credits**~~

~~**Transitional B Sequence for Grades 5-9**~~

~~**Earn a minimum Grade of B**~~

~~**Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**~~

~~**Earn at least 37 credits**~~

~~**Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**~~

~~**Earn a minimum Grade of B**~~

~~**Non Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**~~

~~**Earn at least 38 credits**~~

~~**Non Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**~~

~~**Earn a minimum Grade of B**~~

~~**Transitional B Sequence for Grades 5-9**~~

Core Education Courses

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School

Pedagogical Content in Mathematics Education

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

Mathematics

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

Culminating Experience

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

~~**Trans B Sequence for Grades 7-12**~~

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

- ESC 532 - Teaching Mathematics in Middle and High School

Pedagogical Content in Mathematics Education

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Earn at least 9 credits

- Three graduate electives in mathematics chosen in consultation with a program adviser

Culminating Experience

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II
- Students who elect to write a Master's thesis must concurrently enroll in the following courses.

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in three additional credits of research-related course work.

~~Trans B Sequence for Grades 7-12 (Non Math Majors)~~

Core Education

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 532 - Teaching Mathematics in Middle and High School

Pedagogical Content in Mathematics Education

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

Culminating Experience

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in three additional credits of research-related course work.

3. **To:**

Mathematics Education M.S.Ed. Program

The Transitional B Alternative Certification program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9, 7-12, and Students with Disabilities provided all other requirements have been satisfied.

This program offers four tracks for candidates possessing a Trans B license from New York State.

Track 1 (33 - 36 credits). Alternative Transitional B Non-Math Majors seeking initial certification in Math 5-9.

Track 2 (33 – 36 credits). Alternative Transitional B Math Majors seeking initial certification in Math 7-12.

Track 3 (40 – 43 credits). Alternative Transitional B Non-Math majors seeking initial certification in Math 7-12.

Track 4 (39 credits). Alternative Transitional B Math Majors seeking dual certification in Math 7-12 and SWD 7-12 Generalist.

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education

Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied.

Admissions Requirements

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
- Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.
- For Track 1, must be eligible for the NYS Transitional B Certificate.
- For Track 2, mathematics major and eligible for the NYS Transitional B Certificate.
- For Track 3, mathematics course work includes Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; Must be eligible for the NYS Transitional B Certificate.
- For Track 4, mathematics course work includes Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics. Must be eligible for the NYS Transitional B Certificate.

Track 1 (33- 36 credits). Alternative Transitional B non-math majors seeking initial certification in Math 5-9.

Core Education Courses

Core Education Courses (12)	**Credits**
ESC 501 - Psychological Foundations of Education	3
ESC 502 - Social Foundations of Education: A Multicultural Perspective	3
ESC 506 - Students with Special Needs in the mainstream Classroom	3
ESC 532 - Teaching Mathematics in Middle and High School	3

Pedagogical Content in Mathematics Education

Advanced Pedagogical Content in Mathematics Education (9)	**Credits**
ESC 740 - Teaching Mathematics in Grades 7-10	3
ESC 742 - Research in Mathematics Education	3
ESC 748 - Teaching Problem Solving in Mathematics in Middle & HS	3

Mathematics (12)	**Credits**
MAT 601 - Secondary School Mathematics from an Advanced Standpoint	3

MAT 602 - Introduction to Number Theory and Modern Algebra I	3
MAT 655 - Exploring Mathematics Using Technology	2
MAT 661 - History of Mathematics	4

Culminating Experience (0-3)	**Credits**
ESC 706: Project Seminar I	1
ESC 707: Project Seminar II	2
Or Comprehensive Examination	0

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Track 2 (33 – 36 credits). Alternative Transitional B Math Majors seeking initial certification in Math 7-12.

Core Education Courses (12 credits): ESC 501 (3), ESC 502 (3), ESC 506 (3), and ESC 532 (3)

Pedagogical Content in Mathematics Education (12 credits): ESC 740 (3), ESC 742 (3), ESC 748 (3) and ESC 749 (3)

Mathematics (9 credits): Three graduate electives in mathematics chosen in consultation with a program adviser.

Comprehensive Exam or Thesis (0-3 credits)

Core Education Courses (12)	**Credits**
ESC 501 - Psychological Foundations of Education	3
ESC 502 - Social Foundations of Education: A Multicultural Perspective	3
ESC 506 - Students with Special Needs in the mainstream Classroom	3
ESC 532 - Teaching Mathematics in Middle and High School	3

Pedagogical Content in Mathematics Education (12)	**Credits**
ESC 740 - Teaching Mathematics in Grades 7-10	3
ESC 742 - Research in Mathematics Education	3
ESC 748 - Teaching Problem Solving in Mathematics in Middle & HS	3
ESC 749 - Teaching Mathematics in Grades 11 and 12	3

Mathematics
Earn at least 9 credits

Three graduate electives in mathematics chosen in consultation with a program adviser.

Culminating Experience (0-3)	**Credits**
Comprehensive Examination **OR**	0
ESC 706: Project Seminar I	1
ESC 707: Project Seminar II	2

- Students who elect to write a Master's thesis must concurrently enroll in the following courses**.**

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in three additional credits of research-related course work.

Core Education

Track 3 (40 – 43 credits). Alternative Transitional B Non-Math majors seeking initial certification in Math 7-12.

Candidates who are eligible for a NYS Transitional B certificate grades 7-12 and with liberal arts and sciences degree who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework.

Core Education (12)	**Credits**
ESC 501- Psychological Foundations of Education	3
ESC 502 - Social Foundations of Education: A Multicultural Perspective	3
ESC 532 - Teaching Mathematics in Middle and High School	3
ESC 506 - Students with Special Needs in the mainstream Classroom	3

Advanced Pedagogical Content in Mathematics Education (12)	**Credits**

ESC 740 - Teaching Mathematics in Grades 7-10	3
ESC 742 - Research in Mathematics Education	3
ESC 748 - Teaching Problem Solving in Mathematics in Middle & HS	3
ESC 749 - Teaching Mathematics in Grades 11 and 12	3

Mathematics (16)

MAT 601 - Secondary School Mathematics from an Advanced Standpoint	3
MAT 604 - Application of the Real and Complex Number Systems	3
MAT 637 - Topics in Discrete Mathematics	4
MAT 655 - Exploring Mathematics Using Technology	2
MAT 615 - Modern Algebra	4

Culminating Experience (0-3)	**Credits**
Comprehensive Examination **OR**	0
ESC 706 – Project Seminar I	1
ESC 707 - Project Seminar II	2

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in three additional credits of research-related course work.

Track 4 (39 credits). Alternative Transitional B Math Majors seeking dual certification in Math 7-12 and SWD 7-12 Generalist.

Candidates who hold a bachelor's degree in mathematics, and who are eligible for a Transitional B Certificate in Mathematics Education and Students with Disabilities (SWD) grades 7-12.

Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Degree Requirements

Foundations Core (21 credits): **EDS** 780 (3), EDS **712** (3), **EDS 714** (3), **EDS 716** (3), **EDS 741** (3), **EDS 743** (3), and **ESC 529** (3)

Pedagogical Core (12 credits): **ESC 740** (3), **ESC 748** (3), **ESC 540** (3), and **ESC 541** (3)

Student Teaching (6 credits): **ESC 597** (3) and **ESC 613** (3)

Course		Credits
EDS 780	Adolescent Development	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr & Instructional Pract Culturally & Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
EDS 716	Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 740	Teaching Mathematics in Grades 7 - 10	3
ESC 748	Teaching Problem solving in Math in Middle and High School	3
ESC 540	Teaching ELA and Social Studies to Diverse Students in Middle and High School	3

ESC 541	Teaching Math and Science to Diverse Students in Middle and High School	3
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms	3

Additional Certification Requirements

After fulfilling the degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students EAS and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7- 12, and must meet any additional New York State requirements.

4. **Rationale:**

There are four main reasons for these changes: (1) Issues with Registrar's Office being able to submit a CRM ticket; (2) organization and description changes; and (3) the elimination of credits.

First, NYSED approved the Trans B programs in 2022. However, for CUNY Central to process the CRM Ticket, the Registrar's Office advised us to submit an additional program change form with the Trans B program listed by itself.

Second, the descriptive parts needed to be reworded to reflect the contents of the Trans B programs independent of the traditional education programs. This involved renaming

them in the reorganization. From this point forward, traditional programs will be organized in “sequences” and Trans B ones in “tracks.”

Third, we eliminated 6 credits from the Track 4 program because they are unnecessary given the Trans B license’s prerequisites that candidates earn 6 credits before qualifying for the teaching license.

And fourth, some of these programs are still referencing the edTPA Certification Exam, which was eliminated in 2022.

5. **Date of departmental approval:** April 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics 7-12, MSED
Hegis Number: 1701.01
Program Code: 25827
Effective Term:

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

2. **From:**

Mathematics 7-12, MSED

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied. Applicants will apply for one of 8 sequences based on their qualifications:

Sequence 1 (37-42 credits): For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, but lack professional education coursework, who seek certification as mathematics teachers in grades 5-9.

~~**Sequence 2 (40-45 credits):** For those eligible for a Transitional B certificate in Mathematics from New York State, in grades 5-9.~~

Sequence ~~3~~ (44–49 credits): For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework and seek certification as mathematics teachers in grades 7-12.

Sequence 4 (37-42 credits): For candidates who hold a bachelor's degree in mathematics only, but lack professional education coursework, who seek certification as mathematics teachers in grades 7-12.

~~**Sequence 5 (40–45 credits):** For those who hold a bachelor's degree in mathematics and are eligible for a Transitional B Certificate in Mathematics from New York State, who seek certification in grades 7-12.~~

~~**Sequence 6 (47–52 credits):** For non-mathematics majors who are eligible for a Transitional B Certificate in Mathematics from New York State, who seek certification in grades 7-12.~~

Sequence ~~7~~ (42 credits): For candidates who hold a bachelor's degree in mathematics and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7-12.

~~**Sequence 8 (45 credits):** For candidates who hold a bachelor's degree in mathematics, and who are eligible for a Transitional B Certificate in Mathematics Education and Students with Disabilities (SWD) grades 7-12.~~

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

2. Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.

3. ~~For Sequence 2, Must be eligible for a Transitional B Certificate from NYSED.~~

4. For Sequence ~~3,~~ Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken.

5.~~-~~For Sequence ~~4,~~ Mathematics major

6. ~~For Sequence 5: Mathematics major and eligible for NYS Transitional B Certificate.~~

~~7. For Sequence 6: Must be eligible for a Transitional B Certificate from NYSED, Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken.~~

~~8.~~ For Sequence ~~7~~: Mathematics major and Mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

~~9. For Sequence 8: Must be eligible for a Transitional B Certificate from NYSED; and Mathematics major and Mathematics coursework to include Statistics, Calculus I,~~

~~Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.~~

~~10.~~ If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

~~11.~~ Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.

~~12~~. A 500-word essay on career goals.

~~13.~~ A personal interview.

Masters Requirements - Overall

Type: Completion requirement

Earn at least 3~~7~~ credits

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching
- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

~~Masters Requirements - Sequence 2~~

~~**Type:** Completion requirement~~

~~**Transitional B Sequence for Grades 5-9**~~

~~**Fulfill ALL of the following requirements:**~~

~~**Core Education**~~

~~**Earn at least 19 credits from the following:**~~

- ~~ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas~~
- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~
- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~
- ~~ESC 532 - Teaching Mathematics in Middle and High School~~
- ~~ESC 595 - Internship in Classroom Teaching~~
- ~~ESC 612 - Seminar in Secondary and TESOL Student Teaching~~

~~**Pedagogical Content in Mathematics Education**~~

~~**Complete ALL of the following Courses:**~~

- ~~ESC 740 - Teaching Mathematics in Grades 7-10~~
- ~~ESC 742 - Research in Mathematics Education~~
- ~~ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School~~

~~**Mathematics**~~

~~**Complete ALL of the following Courses:**~~

- ~~MAT 601 - Secondary School Mathematics from an Advanced Standpoint~~
- ~~MAT 602 - Introduction to Number Theory and Modern Algebra I~~

- ~~MAT 655 - Exploring Mathematics Using Technology~~
- ~~MAT 661 - History of Mathematics~~

~~Culminating Experience~~

~~Fulfill ANY of the following requirements:~~

~~Complete ALL of the following Courses:~~

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

~~Comprehensive Examination~~

- ~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.~~

Masters Requirements - Sequence ~~3~~

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Students who elect to write a Master's thesis must concurrently enroll in the above courses.

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 4

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching
- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Earn at least 9 credits

- Three graduate electives in mathematics chosen in consultation with a program adviser.

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Students who elect to write a Master's thesis must concurrently enroll in the above courses.

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

~~Masters Requirements - Sequence 5~~

~~**Type:** Completion requirement~~

~~**Fulfill ALL of the following requirements:**~~

~~**Core Education**~~

~~**Earn at least 19 credits from the following:**~~

- ~~ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas~~
- ~~ESC 501 - Psychological Foundations of Education~~

- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~
- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~
- ~~ESC 532 - Teaching Mathematics in Middle and High School~~
- ~~ESC 595 - Internship in Classroom Teaching~~
- ~~ESC 612 - Seminar in Secondary and TESOL Student Teaching~~

~~Pedagogical Content in Mathematics Education~~

~~Complete ALL of the following Courses:~~

- ~~ESC 740 - Teaching Mathematics in Grades 7-10~~
- ~~ESC 742 - Research in Mathematics Education~~
- ~~ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School~~
- ~~ESC 749 - Teaching Mathematics in Grades 11 and 12~~

~~Mathematics~~

~~Earn at least 9 credits~~

- ~~Three graduate electives in mathematics chosen in consultation with a program adviser.~~

~~Culminating Experience~~

~~Fulfill ANY of the following requirements:~~

~~Complete ALL of the following Courses:~~

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

Students who elect to write a Master's thesis must concurrently enroll in the above courses.

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 6

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 19 credits from the following:

- ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education

- ~~ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School~~
- ~~ESC 749 - Teaching Mathematics in Grades 11 and 12~~

~~Mathematics~~

~~Complete ALL of the following Courses:~~

- ~~MAT 601 - Secondary School Mathematics from an Advanced Standpoint~~
- ~~MAT 604 - Application of the Real and Complex Number Systems~~
- ~~MAT 637 - Topics in Discrete Mathematics~~
- ~~MAT 655 - Exploring Mathematics Using Technology~~
- ~~MAT 615 - Modern Algebra~~

~~Culminating Experience~~

~~Fulfill ANY of the following requirements:~~

~~Complete ALL of the following Courses:~~

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

~~Students who elect to write a Master's thesis must concurrently enroll in the above courses.~~

~~Comprehensive Examination~~

- ~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.~~

Masters Requirements - Sequence ~~7~~

Type: Completion requirement

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms

- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

~~Masters Requirements - Sequence 8~~

~~**Type:** Completion requirement~~

~~**Trans B Alternative Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option**~~

~~**Fulfill ALL of the following requirements:**~~

~~**Foundations Core**~~

~~**Earn at least 21 credits from the following:**~~

- ~~ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas~~

- ~~EDS 780 - Adolescent Development~~

- ~~EDS 712 - The Adolescent with Disabilities~~

- ~~EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set~~

- ~~EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities~~
- ~~EDS 741 - Psycho-educational Evaluation of Children with Learning Problems~~
- ~~EDS 743 - Behavioral Assessment, Management, and Change~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~

~~Pedagogical Core~~

~~Complete ALL of the following Courses:~~

- ~~ESC 740 - Teaching Mathematics in Grades 7-10~~
- ~~ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School~~
- ~~ESC 749 - Teaching Mathematics in Grades 11 and 12~~
- ~~ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools~~
- ~~ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School~~

~~Student Teaching~~

~~Complete ALL of the following Courses:~~

- ~~ESC 597 - Student Teaching in Inclusive Secondary Classrooms~~
- ~~ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms~~

~~Candidates who hold a bachelor's degree in mathematics, and who are eligible for a Transitional B Certificate in Mathematics Education and Students with Disabilities (SWD) grades 7-12.~~

- ~~Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.~~

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through ~~8~~ degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), ~~Teacher Performance Assessment (edTPA),~~ and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence ~~7 and 8~~ candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7- 12, and must meet any additional New York State requirements.

Masters Requirements - Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9

Type: Completion requirement

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

- Possess New York State initial certification to teach mathematics in grades 5-9.
- Have at least two semesters of successful experience teaching mathematics in grades 7, 8, or 9; or one semester of supervised student teaching in mathematics in grades 7, 8, or 9 (with a grade of B or better).

- Mathematics coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in an interview.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Continuation Requirements

- Students must maintain a 3.0 grade point average throughout the course of study.

Certificate Requirements

The Extension Program in Mathematics Education consists of 17 credits, as outlined below. A minimum of a B average must be maintained throughout the course of the Program. All students are to consult with an adviser in Mathematics Education before starting the Program.

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics Content

Complete ALL of the following Courses:

- MAT 604 - Application of the Real and Complex Number Systems
- MAT 615 - Modern Algebra
- MAT 637 - Topics in Discrete Mathematics

This program is designed for candidates who hold New York State initial certification to teach Mathematics in grades 5-9 (Middle Childhood Education) and wish to extend their certification to include grades 7-12 (Adolescent Education).

3. **To:**

Mathematics 5-9 and 7-12, MSED

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied. Applicants will apply for one of 8 sequences based on their qualifications:

Sequence 1 (37-42 credits): Non-math majors: For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, but lack professional education coursework, who seek certification as mathematics teachers in grades 5-9.

Sequence 2 (44–49 credits): Non-math majors: For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework and seek certification as mathematics teachers in grades 7-12.

Sequence 3 (37-42 credits): Math majors: For candidates who hold a bachelor's degree in mathematics only, but lack professional education coursework, who seek certification as mathematics teachers in grades 7-12.

Sequence 4 (30-33 credits): Math majors: For candidates with an education minor: For candidates who hold a bachelor's degree in mathematics only, and completed relevant professional education coursework, who seek certification as mathematics teachers in grades 7-12.

Sequence 5 (42 credits): Math majors: For candidates who hold a bachelor's degree in mathematics and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7-12.

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

2. For Sequence 1, Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.

3. For Sequence 2, Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken.

4. For Sequence 3, Mathematics major

5. For Sequence 5: Mathematics major and Mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

6. For Sequence 4, candidate will present evidence of meeting the NYS core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

7. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

8. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.

9. A 500-word essay on career goals.

10. A personal interview.

Masters Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education

- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching
- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching
- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10

- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Students who elect to write a Master's thesis must concurrently enroll in the above courses.

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching
- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Earn at least 9 credits

- Three graduate electives in mathematics chosen in consultation with a program adviser.

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ESC 706 - Project Seminar I
- ESC 707 - Project Seminar II

Students who elect to write a Master's thesis must concurrently enroll in the above courses.

Comprehensive Examination

- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 4

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education Sequence (21 credits):

		Credits
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3
ESC 595	Internship in Classroom Teaching	3
	Or	

ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary and TESOL Student Teaching	3

Mathematics (9 credits):

Three or four graduate electives in mathematics chosen in consultation with a program adviser.

Research and Culmination Projects (0-3 credits):

		Credits
ESC 706	Project Seminar I	1
ESC 707	Project Seminar II	2

Students who elect to write a Master's thesis must concurrently enroll in the above courses.

Comprehensive Examination

- A comprehensive written examination (0 credits) or research project (3 credits) after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Masters Requirements - Sequence 5

Type: Completion requirement

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development

- EDS 712 - The Adolescent with Disabilities

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities

- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems

- EDS 743 - Behavioral Assessment, Management, and Change

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

- ESC 749 - Teaching Mathematics in Grades 11 and 12

- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms

- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through 4 degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 4 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7- 12, and must meet any additional New York State requirements.

Masters Requirements - Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9

Type: Completion requirement

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

- Possess New York State initial certification to teach mathematics in grades 5-9.

- Have at least two semesters of successful experience teaching mathematics in grades 7, 8, or 9; or one semester of supervised student teaching in mathematics in grades 7, 8, or 9 (with a grade of B or better).
- Mathematics coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in an interview.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Continuation Requirements

- Students must maintain a 3.0 grade point average throughout the course of study.

Certificate Requirements

The Extension Program in Mathematics Education consists of 17 credits, as outlined below. A minimum of a B average must be maintained throughout the course of the Program. All students are to consult with an adviser in Mathematics Education before starting the Program.

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics Content

Complete ALL of the following Courses:

- MAT 604 - Application of the Real and Complex Number Systems
- MAT 615 - Modern Algebra

- MAT 637 - Topics in Discrete Mathematics

This program is designed for candidates who hold New York State initial certification to teach Mathematics in grades 5-9 (Middle Childhood Education) and wish to extend their certification to include grades 7-12 (Adolescent Education).

4. **Rationale:**

The Graduate Bulletin is inaccurate because it combines the elements of two program codes into the Math 7-12 program. We are cleaning it up by clearly separating it from the Trans B ones and sharpening the descriptions.

The descriptive parts needed to be reworded to reflect the contents of the Math 7-12 programs independent of the Trans B programs. This involved renaming them in the reorganization. From this point forward, traditional programs will be organized in "sequences" and Trans B ones in "tracks."

We added a new sequence 4 allowing candidates to complete an education minor and then transition into the MSED Math Education Program to finish their New York State Initial Certificate to teach grades 7-12 math. In effect, they will be completing 12 credits in their undergraduate record before entering the MSED program.

Lastly, some of these programs are still referencing the edTPA Certification Exam, which was eliminated in 2022.

5. **Date of departmental approval:** April 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Social Studies Teacher, Grades 7-12 Alternative Transitional B Certification, MA
Hegis Number: 0899.50
Program Code: 25793
Effective Term:

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

2. **From:**
Social Studies Teacher, Grades 7-12 Alternative Transitional B Certification, MA

~~This program offers three sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12. Sequences 1, 2, and 3 lead to Initial and Professional Certification for candidates looking to begin or resume an education certification progression. Sequence 1 is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience. Sequence 2 is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license. Sequence 3 is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework.~~

Requirements

Major Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.

- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- ~~For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.~~

Additional Comments:

Prerequisite Content Core:
All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Major Requirements - Core Requirements/Curriculum: Sequence 1

Type: Completion requirement

~~**Sequence 1: History Intensive Option (41-42 credits)**~~

~~**Fulfill ALL of the following requirements:**~~

~~**Earn at least 41 credits from the following:**~~

- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
- ESC 596 - Student Teaching in the Middle and High School Grades **AND** ESC 612 - Seminar in Secondary and TESOL Student Teaching
- ESC 595 - Internship in Classroom Teaching **AND** ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.

- Foundations Core (12 credits): **ESC 501** (3), **ESC 502**(3), **ESC 529** (3) and **ESC 506**(3)
- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534** (3)
- Content Core (15 credits): **HIW 533** (3), **HIU 534** (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3) or Teaching Internship for Current Teachers-of-Record (5 credits): **ESC 595** (2) and **ESC 612** (3)

Major Requirements - Core Requirements/Curriculum: Sequence 2

Type: Completion requirement

Sequence 2: Undergraduate Education Minor Option (30 credits)

Fulfill ALL of the following requirements:

Earn at least 30 credits from the following:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
- ESC 596 - Student Teaching in the Middle and High School Grades

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12.

- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534**(3)
- Content Core (15 credits): **HIW 533** (3), **HIU 534** (3), and three additional history or social science courses chosen in consultation with the adviser.
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3)

Major Requirements - Core Requirements/Curriculum: Sequence 3

Type: Completion requirement

Sequence 3: History or Social Science Undergraduate Major Option (30 credits)

Fulfill ALL of the following requirements:

Earn at least 30 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

- Foundations Core (12 credits): **ESC 501** (3), **ESC 502** (3), **ESC 529** (3) and **ESC 506**(3)
- Pedagogical Core (6 credits): **ESC 533** (3) and **ESC 534** (3)
- Content Core (3 credits): **HIW 533** (3) or **HIU 534** (3)
- Project Seminar (3 credits): **ESC 708** (3)
- Student Teaching (6 credits): **ESC 596** (3) and **ESC 612** (3)

Major Requirements - Additional Requirements

~~**Type:** Completion requirement~~

After fulfilling the degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), ~~Teacher Performance Assessment (edTPA),~~ and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

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

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:
(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

3. **To:**

Social Studies Teacher, Grades 7-12 Alternative Transitional B Certification, MA
(Fulfills the academic requirements for Initial and Professional Certifications.)

This program offers two tracks for candidates possessing a Trans B license from New York State.

Track 1 (30 crs.): Alternative Transitional B candidates seeking initial certification in Social Studies Education 7-12.

Track 2 (36 crs.): Alternative Transitional B candidates seeking dual certification in Social Studies Education 7-12 and SWD 7-12 Generalist.

Requirements

Major Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Must be eligible for the NYS Transitional B Certificate.
- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

Additional Comments:

Prerequisite Content Core:
All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Major Requirements - Core Requirements/Curriculum: Sequence 1

Type: Completion requirement

Major Requirements - Additional Requirements

Type: Completion requirement

After fulfilling the degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

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

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:
(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

Track 1: Trans B Alternative Certification in Social Studies 7-12 (30 credits)

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

- Introductory Core (6 credits): ESC 501 (3), and ESC 506 (3)
- Foundations Core (6 credits): ESC 502 (3), ESC 529 (3)
- Pedagogical Core (6 credits): ESC 533 (3) and ESC 534 (3)
- Content Core (3 credits): HIW 533 (3) or HIU 534 (3)
- Project Seminar (3 credits): ESC 708 (3)
- Student Teaching (6 credits): ESC 596 (3) and ESC 612 (3)

		Credits
ESC 501	Psychological Foundations of Education	3
ESC 502	Historical Foundations of Education: A Multicultural Perspective	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 506	Special Needs Education in TESOL and Secondary Settings	3
ESC 533	Teaching World History in Middle and High School	3
ESC 534	Teaching U.S. History and Government	3
	Select one of the following content courses:	
HIW 533	World History and Historiography	3
HIU 534	U.S. History and Historiography	3
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Track 2: Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7-12 (36 credits)

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12 and Students with Disabilities (SWD), Generalist, Grades 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

- Introductory Core (6 credits): EDS 780 (3), and EDS 743 (3)
- Foundations Core (12 credits): EDS 714 (3), EDS 740 (3), EDS 743 (3), and ESC 529 (3)
- Pedagogical Core (12 credits): EDS 716 (3), ESC 533 (3), ESC 540 (3), and ESC 541 (3)
- Student Teaching (6 credits): ESC 597 (3) and ESC 613 (3)

		Credits
EDS 780	Adolescent Development	3
EDS 712	The Adolescent with Disabilities	3
EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
EDS 716	EDS 716: Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
EDS 743	Behavioral Assessment, Management, and Change	3
ESC 529	Language and Literacies Acquisition in Secondary Education	3
ESC 533	Teaching World History in Middle and High School	3

ESC 540	Teaching Math and Science to Diverse Students	3
ESC 541	Teaching Math and Science to Diverse Students	3
ESC 597	Student Teaching in Inclusive Secondary Classrooms	3
ESC 613	Student Teaching and Proj Seminar	3

Additional Certification Requirements

After fulfilling the Track 1 and 2 requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

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

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:
(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

In addition to the requirements above, Track 2 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through

the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

Tracks 1 and 2 candidates will also complete the Trans B application and all relevant requirements including certification exams and workshops.

4. **Rationale:**

There are four main reasons for these changes: (1) Issues with Registrar's Office being able to submit a CRM ticket; (2) organization and description changes; and (3) the elimination of credits.

First, NYSED approved the Trans B programs in 2022. However, for CUNY Central to process the CRM Ticket, the Registrar's Office advised us to submit an additional program change form with the Trans B program listed by itself.

Second, the descriptive parts needed to be reworded to reflect the contents of the Trans B programs independent of the traditional education programs. This involved renaming them in the reorganization. From this point forward, traditional programs will be organized in "sequences" and Trans B ones in "tracks."

Third, we eliminated 6 credits from the Track 2 program because they are unnecessary given the Trans B license's prerequisites that candidates earn 6 credits before qualifying for the teaching license.

And fourth, some of these programs are still referencing the edTPA Certification Exam, which was eliminated in 2022.

5. **Date of departmental approval:** April 27, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Social Studies 7-12, MA
Hegis Number: 2201.01
Program Code: 25794
Effective Term:

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

2. **From:**
Social Studies 7-12, MA

This program offers ~~six se~~quences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12 and dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist.

Sequence 1 (41-42 credits): is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience.

Sequence 2 (30 credits): is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license.

Sequence 3 (30 credits): is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework.

Sequence 4 (39 credits): is for applicants with a bachelor's degree in history or a social science with no relevant secondary education coursework and an interest in dual Social Studies 7-12 and SWD 7-12 Generalist certification.

~~**Sequence 5 (33 credits):** is for candidates seeking alternative Trans B certification in Social Studies 7-12.~~

~~**Sequence 6 (42 credits):** is for applicants seeking alternative Trans B dual certification in Social Studies 7-12 and SWD 7-12 Generalist.~~

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program in Sequences 1 through 3.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

Additional Comments:

Prerequisite Content Core:
All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

• Anthropology
• Sociology

• Geography
• Political science
• Economics
• Psychology
• Two history survey courses, one in U.S. history and one in European or world history.

Masters Requirements - Master of Arts

Type: Completion requirement

Sequence 1: History Intensive Option

Earn at least 41 credits

Sequence 2: Undergraduate Education Minor Option

Earn at least 30 credits

Sequence 3: History or Social Science Undergraduate Major Option

Earn at least 30 credits

Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12 Option

Earn at least 39 credits

~~**Sequence 5: Trans B Alternative Certification in Social Studies 7- 12**~~

~~**Earn at least 33 credits**~~

~~**Sequence 6: Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7- 12**~~

~~**Earn at least 42 credits**~~

Masters Requirements - Sequence 1: History Intensive Option

Type: Completion requirement

History Intensive Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education

- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Complete ALL of the following Courses:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching

Earn at least 6 credits from the following:

- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.

Masters Requirements - Sequence 2: Undergraduate Education Minor

Type: Completion requirement

Undergraduate Education Minor

Fulfill ALL of the following requirements:

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 15 credits from the following:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12.

Masters Requirements - Sequence 3: History or Social Science Undergraduate Major Option

Type: Completion requirement

History or Social Science Undergraduate Major Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 3 credits from the following:

- HIW 533 - World History and Historiography

- HIU 534 - U.S. History and Historiography

Project Seminar

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

Masters Requirements - Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

Type: Completion requirement

Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development

- EDS 712 - The Adolescent with Disabilities

- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set

- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities

- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems

- EDS 743 - Behavioral Assessment, Management, and Change

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School

- ESC 534 - Teaching U.S. History and Government

- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools

- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms

- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education and Students with Disabilities (SWD) grades 7-12.

~~Masters Requirements - Sequence 5: Trans B Alternative Certification in Social Studies 7-12~~

~~**Type:** Completion requirement~~

~~**Trans B Alternative Certification in Social Studies 7-12**~~

~~**Fulfill ALL of the following requirements:**~~

~~**Introductory Core**~~

~~**Complete ALL of the following Courses:**~~

- ~~ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas~~
- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~

~~**Foundations Core**~~

~~**Complete ALL of the following Courses:**~~

- ~~ESC 502 - Historical Foundations of Education: A Multicultural Perspective~~
- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~

~~**Pedagogical Core**~~

~~**Complete ALL of the following Courses:**~~

- ~~ESC 533 - Teaching World History in Middle and High School~~
- ~~ESC 534 - Teaching U.S. History and Government~~

~~**Content Core**~~

~~**Earn at least 3 credits from the following:**~~

- ~~HIW 533 - World History and Historiography~~
- ~~HIU 534 - U.S. History and Historiography~~

Project Seminar

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

Masters Requirements - Sequence 6: Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7- 12

Type: Completion requirement

Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7- 12

Fulfill ALL of the following requirements:

Introductory Core

Complete ALL of the following Courses:

- ESC 790 - Workshop in Curriculum Materials Development in Specialized Areas

- EDS 780 - Adolescent Development

- EDS 743 - Behavioral Assessment, Management, and Change

Foundations Core

Complete ALL of the following Courses:

- ~~EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set~~

- ~~EDS 740 - Nature and Needs of the Handicapped~~

- ~~EDS 743 - Behavioral Assessment, Management, and Change~~

- ~~ESC 529 - Language and Literacies Acquisition in Middle & HS Education~~

~~Pedagogical Core~~

~~Complete ALL of the following Courses:~~

- ~~EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities~~

- ~~ESC 533 - Teaching World History in Middle and High School~~

- ~~ESC 534 - Teaching U.S. History and Government~~

- ~~ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools~~

- ~~ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School~~

~~Student Teaching~~

~~Complete ALL of the following Courses:~~

- ~~ESC 597 - Student Teaching in Inclusive Secondary Classrooms~~

- ~~ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms~~

~~Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12 and Students with Disabilities (SWD), Generalist, Grades 7-12. The~~

~~Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.~~

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through ~~3~~ degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7- 12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), ~~Teacher Performance Assessment (edTPA),~~ and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 4 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

~~Sequences 5 and 6 candidates will also complete the Trans B application and all relevant requirements including certification exams and workshops~~.

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

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:
(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

3. **To:**

Social Studies 7-12, MA

This program offers four sequences and is designed for candidates seeking a Master's degree in Social Studies Education, grades 7-12 and dual certification options for Teaching Students with Disabilities (SWD) 7-12 Generalist.

Sequence 1 (41-42 credits): is for applicants with no previous relevant secondary education coursework and offers a certification pathway for those coming from a non-social science background and those seeking a history-intensive experience.

Sequence 2 (30 credits): is for applicants who have completed some additional relevant education coursework as an undergraduate without obtaining an initial teaching license.

Sequence 3 (30 credits): is for applicants with a bachelor's degree in history or a social science with no previous relevant secondary education coursework.

Sequence 4 (39 credits): is for applicants with a bachelor's degree in history or a social science with no relevant secondary education coursework and an interest in dual Social Studies 7-12 and SWD 7-12 Generalist certification.

Social Studies Education M.A. Program (Fulfills the academic requirements for Initial and Professional Certifications)

Requirements

Masters Requirements - Admission Requirements

Type: Prerequisite

Fulfill ALL of the following requirements:

- Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (**ESC 463** or the equivalent). Students who have not taken this course as an undergraduate must take **ESC 506** as part of their graduate program in Sequences 1 through 3.

- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.
- For Sequence 2 only, present evidence of meeting the following: core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.

Additional Comments:

Prerequisite Content Core:
All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission in the master's program by choosing courses for their distribution requirements in the areas listed.

• Anthropology
• Sociology
• Geography
• Political science
• Economics
• Psychology
• Two history survey courses, one in U.S. history and one in European or world history.

Masters Requirements - Master of Arts

Type: Completion requirement

Sequence 1: History Intensive Option

Earn at least 41 credits

Sequence 2: Undergraduate Education Minor Option

Earn at least 30 credits

Sequence 3: History or Social Science Undergraduate Major Option

Earn at least 30 credits

Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12 Option

Earn at least 39 credits

Masters Requirements - Sequence 1: History Intensive Option

Type: Completion requirement

History Intensive Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education
- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Complete ALL of the following Courses:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching

Earn at least 6 credits from the following:

- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.

Masters Requirements - Sequence 2: Undergraduate Education Minor

Type: Completion requirement

Undergraduate Education Minor

Fulfill ALL of the following requirements:

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School

- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 15 credits from the following:

- HIW 533 - World History and Historiography

- HIU 534 - U.S. History and Historiography

- Take three additional history or social science courses chosen in consultation with the adviser.

Project Seminar

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades

- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12.

Masters Requirements - Sequence 3: History or Social Science Undergraduate Major Option

Type: Completion requirement

History or Social Science Undergraduate Major Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- ESC 501 - Psychological Foundations of Education

- ESC 502 - Historical Foundations of Education: A Multicultural Perspective

- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

- ESC 506 - Special Needs Education in TESOL and Secondary Settings

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government

Content Core

Earn at least 3 credits from the following:

- HIW 533 - World History and Historiography
- HIU 534 - U.S. History and Historiography

Project Seminar

Complete ALL of the following Courses:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching

Complete ALL of the following Courses:

- ESC 596 - Student Teaching in the Middle and High School Grades
- ESC 612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

Masters Requirements - Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

Type: Completion requirement

Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 533 - Teaching World History in Middle and High School
- ESC 534 - Teaching U.S. History and Government
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms

- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education and Students with Disabilities (SWD) grades 7-12.

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through 4 degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7- 12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 4 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

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

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:
(1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
(2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
(3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

4. **Rationale:**

There are two main reasons for these changes: (1) organization and description changes; and (3) the elimination the edTPA Certification exams.

The descriptive parts needed to be reworded to reflect the contents of the traditional MA programs independent of the Transitional B education programs, which have their own program code. This involved renaming them in the reorganization while deleting the Trans B programs of study and moving them to the correct programs. From this point forward, traditional programs will be organized in “sequences” and Trans B ones in “tracks.”

Additionally, some of these programs are still referencing the edTPA Certification Exam, which was eliminated in 2022.

5. **Date of departmental approval:** April 27, 2023

Governance Committee Report
September 6, 2023

1. Governance Committee Faculty Vacancies
    a. Governance Committee Members MUST Be Senators.
    b. Currently **3 Faculty Vacancies**. Nominations Taken from Floor.
    c. Any Nominations?
    d. Move To A Vote

2. Student Committee Vacancies
    a. Slate Of Nominees Provided By Students
    b. Motion and Second Required (Committee Didn't Meet)
    c. Any Additional Nominations?
    d. Move To A Vote

3. Next Governance Committee Meeting, TBD

Senate Meeting – 9/06/23

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (7/7 members in attendance):

1. Music, Multimedia, Theatre and Dance Department
    - MHC-Dance Theatre BFA-Withdrawal of program
    - MHC-Music BA-Withdrawal of program
2. Political Science Department
    - Political Science and Government-Withdrawal of program
    - POL 267-Pathways designation
    - Political Science B.A.-Degree requirements
3. Exercise Science and Recreation Department
    - REC 210-Pathways designation
    - REC 200-Pathways designation
4. Sociology Department
    - SOC 223-Pathways designation
    - SOC 355-New course
    - SOC 356-New course
    - SOC 349/DAT 310-New course

Informational items

Next meeting: 10/04/23

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	REC 200
Course Title	History and Philosophy of Recreation
Department(s)	Health Sciences
Discipline	Recreation Education
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Reviews historical development of recreation and leisure and examines theories of play and recreation and the functions of organized recreation services in the U.S. today.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☒ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible
☐ English Composition	☐ World Cultures and Global Issues
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity
☐ Life and Physical Sciences	☒ Individual and Society
	☐ Scientific World
	☐ Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather, interpret and assess information from a variety of sources and points of view. Throughout the course, students will gather information from different sources, such as textbook, research articles, news articles, statistics data, and interviewees and interpret them through writing assignments, class discussions, in-class activities. For example, every class students are given an in-class activity (i.e., case study) that involves cases that surround concepts of recreation and leisure and required to gather, interpret, and assess information, and solve a problem. • **Example: A writing assignment (# Assignment 2: recreation philosophy interview) that gathers, interprets, and assesses information through interviewing diverse individuals regarding the role of recreation in contemporary society (such as what does recreation mean to you? How important is recreation in life? What factors in your life influence the usage of your leisure time? How has the global pandemic affected the aspects of your leisure time or leisure activities?). Through this assignment, students are able to compare and contrast the different concepts of recreation and describe the variety of recreation philosophies diverse people have in their own lives.**	• Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather and critically evaluate textual evidence from various sources on the topics covered in the class. Through the semester, students are asked to evaluate different theories and fundamental concepts such as flow theory, pull-and push theory, and leisure constraint theory. They are encouraged to evaluate each concept and theory and argue how the concepts or theories help explain the observations of the natural world or phenomenon that has been constructed in society critically and analytically. • **Example: A writing assignment (# Assignment 3: Flow) requires students to read the book "Flow, The Psychology of Optimal Experience" by Mihaly Csikszentmihalyi. In the assignment, students are asked to analyze Mihaly Csikszentmihalyi's optimal experience investigations critically. It includes but is not limited to their thoughts and reactions to the reading and how they would incorporate them into the future, including personal experiences. For example, flow state encapsulates the emotions experienced when an activity is going favorably. Students are asked to explore the nature of flow such as eight key dimensions for entering flow and the characteristics of being in a flow state. Also, they are asked to analyze and challenge the concepts and provide ways to achieve flow.**	• Evaluate evidence and arguments critically or analytically.

This SLO is assessed by writing assignments and in-class group discussion activities where students are asked to present their arguments and findings orally in classroom. The class asks students to submit four written assignments, involve in two discussion board to discuss case studies, and submit reflection papers through in-class activities every class. Before submitting, students orally involve in the class discussion to describe their opinions. **Example: A final assignment (# Assignment 4: Personal philosophy of recreation) provides students with an opportunity to explore, discover and develop their own personal philosophy of recreation. This assignment is designed for students to produce well-reasoned written personal thoughts and ideas about recreation, but it also requires using appropriate information they have learned in the course to support the argument. For example, this assignment asks students to discuss how recreation has affected their own life, the role that they feel recreation should play in everyone's life, and how their ideas about recreation would guide them to make a positive impact on the population they will be serving. This assignment is designed for students to discuss personal throughs and ideas about the recreation, but their written comments reflect appropriate information that they have learned about in the class (e.g., issue and colleges, current trends of recreation, barriers, recreation providers, sociocultural factors affecting leisure).**	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
This SLO is assessed by writing assignments, exams, quizzes, and/or online and in-class group discussions activities that requires students to identify and apply fundamental leisure and recreation-related concepts in particular examples or assigned readings. For example, students are asked to discuss ways in which they can become recreation providers who can provide a variety of programs meeting diverse individual's needs. • **Example: In the class activity, several research articles are discussed to describe the unequal opportunities for recreation recourses, particularly for racial and ethnic minorities. For example, they discuss why so few minorities are visiting national parks and how to fight the inequity as recreation providers. This activity requires student to develop strategies to improve diversity and inclusion in public parks where everyone is welcome.**	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities wherein students examine sociocultural factors affecting personal leisure values and involvement, such as age, gender, sexual orientation, racial and ethnic identity, and socioeconomic status. • **Example: An in-class activity asks students to examine leisure constraints, wherein students attempt to reflect on the barriers to participating in leisure and recreation activities in contemporary society. Through in-depth discussion, students are able to identify socio-cultural factors as leisure constraints affecting experience, values, and/or choices of leisure and recreation activities.**	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities wherein students examine	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

the emerging trends or future of the trends based on new technology, new ideas, and new needs of our society and our community and their impacts on the field of recreation. • **Example: An online discussion forum asks students to gather, interpret, and assess the new emerging trends in contemporary society and discuss how recreation providers can apply them to their services. For example, in tourism and travel, medical tourism is a new global trend to travel to another country for the purpose of obtaining medical treatment or health care in the destination. The attempt to achieve better health while simultaneously on vacation has begun, and, as a result, medical tourism has become a new and distinct nice in the tourist industry. Students are asked to explore and analyze the motivations of the medical tourism and its impact on individual and tourism industry.**	

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	REC 210
Course Title	Recreation Leadership
Department(s)	Exercise Science and Recreation
Discipline	Recreation Education
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	Departmental Permission
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Leadership principles and techniques. Group processes and methods for working with diverse populations in varied recreation and leisure service settings. In-class leadership exercises and practice.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☒ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible
☐ English Composition	☐ World Cultures and Global Issues
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity
☐ Life and Physical Sciences	☐ Creative Expression
	☒ Individual and Society
	☐ Scientific World

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather, interpret and assess information from a variety of sources and points of view. Throughout the course, students will be required to read chapters in the required course text about leadership skills and styles, leading individuals at different ages and development, leading individuals from different cultures, the importance of communication in leadership, leading groups and group dynamics, and conflict resolution and mediation. At the beginning of each topic being reviewed for the week, students are asked to watch a video demonstrating many of these concepts through other creative ideas. Writing assignments require students to review case studies that involve cases that surround concepts of leadership styles, conflict resolution, and communication. Students are asked, based on their readings, what they would do (i.e., what leadership styles, conflict resolution, and/or communication strategies they would apply) in each situation. • **Example: A writing assignment that gathers, interprets, and assesses information through supplemental readings, videos, and course textbook chapters asks students to describe their own "leadership philosophy" based on leadership styles, perceptions, and theories discussed from the variety of sources provided while using examples from their own lives.**	• Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities that require students to gather and critically evaluate evidence from various sources on the topics covered in the class. Throughout the semester, students will be asked to evaluate their own leadership styles and communication skills based on readings, supplemental readings, and videos shown in class. They will be encouraged to critically evaluate leadership styles and theories based on what they agree with and what they do not. For example, there are many leadership styles and theories, and no individual strictly adheres to only one. Individuals often demonstrate a mixture of styles and theories based on the situation they face. Students are asked to challenge the styles and theories that are reviewed in the readings and in class. They are asked to present and argue for their own leadership philosophy and style in presentation and written form. • **Example: A writing assignment requires students to review supplemental readings, videos and course textbook chapters related to the assessment of effective group or team performance. In the assignment, students are asked to analyze the performance of a team that they are a part of using a 14-item "team assessment" questionnaire." It includes but is not limited to their thoughts and reactions to the results of the questionnaire and how they would incorporate effective group dynamics theories and strategies discussed from the variety of sources to improve its performance. To improve the group's performance, students will consider the items on the questionnaire that they gave low scores on. They will**	• Evaluate evidence and arguments critically or analytically.

be required to review the topic of that item in the text, supplemental readings, and class videos to evaluate that item and make recommendations to improve the score of their team's performance according to that item. For example, one item asks, "Does your team have clear values upon which it functions?" The student will need to review the chapter and supplemental readings about values and ethics in leadership and make recommendations on creating a vision/mission along with ethical standards and values for which their team operates on.	
This SLO is assessed by writing assignments and in-class group discussion activities where students are asked to present their arguments and findings orally in classroom. Based on readings from the text, supplemental readings, and videos in class students are asked to orally present arguments related to topics being covered in each module. Often, students are asked to base their arguments on the needs of their surrounding communities and organizations that provide recreational opportunities to its constituents. They are required to argue for additional funding, facility improvements, new programs, etc. based on evidence presented to them in readings and related academic publications. • **Example: A final assignment provides students with an opportunity to explore, discover and develop their own community special event program. This assignment is designed for students to produce well-reasoned and thought-out written proposals to a community special event that includes, but not limited to, leadership techniques they would utilize, risk management factors, budgeting for the event, fundraising, etc. Students will provide justification for the event along with a planned proposal. Their arguments must be based on theoretical and practical evidence and research that demonstrates the need for the program, the many benefits associated with similar community programs (e.g., improved life satisfaction and sense of belonging), and a well-balanced budget.**	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
This SLO is assessed by writing assignments, exams, quizzes, and/or online and in-class group discussions activities that requires students to identify and apply leadership-related concepts in particular examples or assigned readings. Several readings and assignments will require students to assess their own leadership philosophy and strategies to apply them in community outreach and programming. In-class assignments, for example, ask students to discuss ways in which they can become more culturally adaptive leaders, how they would utilize their own communication skills when addressing trends/issues in the community, what 4-5 core values drive their leadership style, and how they would mediate conflict in their community. • **Example: Students will be asked to orally present a 5-minute speech/presentation to a "board of directors" in which they will need to persuade the organization to implement a new program, hire more staff, improve, and fund a new recreation area, increase their budget, etc. This assignment will require them to conduct a brief literature review of current trends, barriers, and needs of the surrounding community that the organization serves. It also requires them to utilize various leadership skills,**	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

strategies, and communication skills reviewed in the literature and in class lectures.	
This SLO is assessed by writing assignments, exams, and online and in-class group discussion activities wherein students examine sociocultural factors affecting leadership values and involvement, such as age, gender, sexual orientation, racial and ethnic identity, and socioeconomic status. Lectures and in-class assignments/discussions focus on the different stages of human development and being culturally adaptive to the populations that they serve. Students, for example, have a lecture/discussion in class that asks them in what ways they can become a more culturally adaptive leader and explore the impact of microaggressions within a society. • **Example: An in-class activity asks students to examine the different stages of human development, wherein students attempt to reflect on barriers to leading groups of individuals at different stages in their lives. Through in-depth discussion, students are able to identify factors affecting the experience of individuals they lead and serve that are in different stages in life and part of various age groups.**	• Examine how an individual's place in society affects experiences, values, or choices.
This SLO is assessed by writing assignments, quizzes, and in-class group discussion activities wherein students examine the important qualities, ethics, and values in what makes a good leader. One chapter in the required text and one class session is committed to discussing ethics and values in leadership. At the beginning of the semester, students learn about the many leadership styles and theories, then asked to complete their in-class and out of class assignments with their own leadership philosophy in mind. For example, using leadership theories and strategies they've learned, students are given an in-class assignment to compile a list of 4 core ethics and values they would instill in an organization they work for and explain how that organization would live by those ethics and values. • **Example: A writing assignment asks students to review several case studies that present various situations that call ethics and values into question in the field of leisure and recreation. Students are to choose one case study and reflect on how they would resolve the ethical issue by using various methods found in the supplemental readings, videos, and course textbook.**	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: MHC-Dance Theatre BFA
Program Code: 60204
Effective Term: Fall 2023

1. Type of Change: Withdrawal of program

2. Description: MHC-Dance Theatre BFA. Program Code: 60204

3. Rationale: There are no parent programs for the MHC programs and was a CUNY error from several years ago. The purpose of the withdrawal form is to remove this from CUNYfirst.

4. Date of departmental approval: April 18, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: MHC-Music BA
Program Code: 34268
Effective Term: Fall 2023

1. Type of Change: Withdrawal of program

2. Description: MHC-Music BA. Program Code: 34268

3. Rationale: There are no parent programs for the MHC programs and was a CUNY error from several years ago. The purpose of the withdrawal form is to remove this from CUNYfirst.

4. Date of departmental approval: April 18, 2023

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: Political Science, B.A.
Hegis Number: 2207
Program Code: 34023
Effective Term: Fall 2024

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

2. **From:**

Political Science, B.A.

Credits (39-40)

9 credits in three required courses for all majors:

POL 166: The American Political System.

One course in methods chosen from POL 245 or 331.
One course in political theory chosen from POL 226, 227, 228, 229, 319, 321, or 322.

	Credits
POL 166 The American Political System	3
And	
POL 245 Political Analysis and Interpretation	3

One course in political theory chosen from:

	Credits
POL 226 Political Thought I: Classical to Medieval	3

POL 227 Political Thought II: Modern	3
POL 228 Democracy and Its Critics	3
POL 229 Classical Political Economy	3
POL 319 Political Thought III: Contemporary	3
POL 321 American Political Thought	3
POL 322 Non-Western Political Thought	3

24 credits in elective POL courses at the 200, 300, or 400 level.

At least twelve credits at 300 or 400 level. Students may choose any combination of courses in the subfields of study covered in Political Science.

~~**6-7 credits in two courses in other departments, selected from: 6-7 credits in two courses in other departments, selected from:**~~

~~Two courses in other departments, selected from ANT 211, ECO 166, ECO 167, ENW 201, or either PHI 170 or PHI 230 (but not both).~~

		~~Credits~~
~~ANT 211~~	~~Cultural Anthropology~~	~~3~~
~~ECO 166~~	~~Introduction to Macroeconomics~~	~~3~~
~~ECO 167~~	~~Introduction to Microeconomics~~	~~3~~
~~ENW 201~~	~~Writing Essentials~~	~~3~~
	~~Or~~	
~~PHI 170~~	~~Introduction to Logic~~	~~3~~

Departmental Honors

Complete ALL of the following Courses:

POL 481 - Honors Tutorial

Students who wish to qualify for Departmental honors are required to take POL 481

3. **To:** Underline the changes

Political Science, B.A.

Credits (39-40)

First component of the major: 9 credits in three required courses for all majors:

POL 166: The American Political System.

One course in methods chosen from POL 245 or 331.
One course in political theory chosen from POL 226, 227, 228, 229, 319, 321, or 322.

	Credits
POL 166 The American Political System	3
And	
POL 245 Political Analysis and Interpretation	3

Second component of the major: One course in political theory chosen from:

	Credits
POL 226 Political Thought I: Classical to Medieval	3
POL 227 Political Thought II: Modern	3
POL 228 Democracy and Its Critics	3
POL 229 Classical Political Economy	3
POL 319 Political Thought III: Contemporary	3
POL 321 American Political Thought	3
POL 322 Non-Western Political Thought	3

Third component: 30 credits in ten elective POL courses at the 200, 300, or 400 level. Four of the elective POL courses must be on a 200-level and at least five additional elective POL courses must be at the 300 or 400-level.~~:~~

Students may choose any combination of courses in the subfields of study covered in Political Science.

Departmental Honors

Complete ALL of the following Courses:

POL 481 - Honors Tutorial

Students who wish to qualify for Departmental honors are required to take POL 481

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

The additional POL credits will broaden the exposure of the students to the increasing complexities of the Political Science field, provide greater preparedness and opportunities for students to engage in experiential learning, including internships and honors studies through the Department's 400-level courses, and provide greater exposure to social justice, environmental, and sustainability issues. Students will be better prepared to enter or advance in the workforce and to pursue graduate and professional studies in political science, public policy, public administration, and law.

5. **Date of departmental approval:** December 6, 2022

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

Name of Program and Degree Award: MHC-Political Science and Government
Effective Term: Fall 2024

1. Type of Change: Withdrawal of program

2. Description:

Program Code 34283, MHC-Political Science and Government

3. Rationale:

There is no parent program for the MHC Political Science and Government program and was a CUNY error from several years ago. The purpose of the withdrawal form is to remove this from CUNYfirst.

4. Date of departmental approval: 4.17.2023

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	POL 267
Course Title	Gender and Politics
Department(s)	Political Science
Discipline	Political Science
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	How gender is constructed by multiple factors such as identity, place, space, class, sexuality, age, race, ethnicity, nationality, and culture and how these categories of difference shape the positioning and reproduction of gender in a variety of political contexts, including local, national and transnational framework.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

x☐ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible
☐ English Composition	☐ World Cultures and Global Issues
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity
☐ Life and Physical Sciences	☐ Creative Expression
	x ☐ Individual and Society
	☐ Scientific World

Learning Outcomes **In the left column explain the course assignments and activities that will address the learning outcomes in the right column.**	
I. Required Core (12 credits)	
A. English Composition: Six credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

This SLO is assessed by written weekly assignments and essay exam questions. Students are required to do their weekly (required and suggested) reading assignments and write a one-paragraph weekly summary about the main points of their reading assignments. **Example: Weekly assignments are focused on how gender intersects with other aspects of interest politics and identity politics, such as the politics of race, class and/or sexuality, and how they shape our understanding and experience of the world around us. The assignments direct students to variety of readings on the concept of 'intersectionality', its definition, and its critical analysis.**	• Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by written short essays incorporated in the exam questions. This is different from the weekly (one-paragraph) summary of the readings). Students are required to synthesize a number of readings, find the connection between the readings and write a critical essay of the readings.	• Evaluate evidence and arguments critically or analytically.
This SLO is assessed mainly through oral presentation of a letter written to an official (e.g. politicians) expressing the complexity of gender as a social status in their lives. Students work in groups and each group presents their letter to the class for further discussions and analysis of the subject matter. Topics include: Housework and its monetary value, definition of masculinity and manliness in U.S. among different identity groups, transnational exploitation of women's labor.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

This SLO is assessed by writing assignments, and exam questions. The course provides an in-depth survey of influential theoretical approaches to sex and gender from an interdisciplinary perspective; a reflection of the field of gender.	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
This SLO is assessed by the core of what this course is about; the course examines how gendered reality is political by examining intersections of individual interests and identities such as class and/or sexuality.	• Examine how an individual's place in society affects experiences, values, or choices.
This SLO is assessed by writing assignments that addresses on-going fundamental changes in how we value gender and sexuality other than our own gender and sexual identity.	• Articulate and assess ethical views and their underlying premises.
This SLO allows students to become sensitive about the biases associated with the gendered collection of data and other information, which was lacking in the past practices of positivist sciences.	• Articulate ethical uses of data and other information resources to respond to problems and questions.
This course captures the significance of the different approaches by discussing them in reference to a range of historically salient and politically pertinent cases. In order to do so, the course explores a diversity of theories: theories of intersectionality, liberal feminism, Marxist feminism, Black feminism, French feminism, decolonial feminism, queer theory, among others.	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Data Science
Course Prefix & Number	SOC 356/DAT 311
Course Title	Reproducible Research
Description	Explores the theory and practice of reproducibility in science research, with a focus on the social and behavioral sciences.
Pre/ Co Requisites	One of: SOC 345, PSY 226, GEH 245, ECO 302, BBA 303, BIO 240, HSD 269, MAT 301, MAT 327, MAT 330 or Departmental permission
Credits	4
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
Reproducible research refers to a set of methodologies for documenting scientific

research (data and methods) so that results can be reproduced by other scientific researchers. Through efforts such as the Open Science Framework, most scientific and social scientific disciplines are developing standards for documenting and practicing reproducible research. This course will introduce students to the concept and to implementation of reproducible practices.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   - Define Reproducible Research
   - Explain the challenges and benefits of reproducible research.
   - Assess the reproducibility of existing published research studies.
   - Develop a research design that will maximize reproducibility.

5. **Date of Departmental Approval:**
   Data Science Steering Committee: February 9, 2023
   Sociology Department: November 30, 2022

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 349/DAT 310
Course Title	Data Visualization
Description	Introduction to the theory and practice of data visualization.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	___x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **Rationale:**
This adds a new sociology course that is cross listed with DAT 310. This has been a special topics course in sociology for the past several semesters.

4. **Learning Outcomes (By the end of the course students will be expected to):**
   1. Explain the principles of effective data visualization
   2. Interpret and evaluate data visualizations
   3. Identify the most appropriate visualization technique(s) for a given data summary
   4. Design and program exploratory and statistical visualizations of data

5. **Date of Departmental Approval:** November 30, 2022

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 355
Course Title	Applied Intermediate Statistics for Sociology
Description	Building on foundational statistical knowledge, explores intermediate topics focused on regression and its extensions and selected additional topics.
Pre/ Co Requisites	Any one of the following; SOC 345, PSY 226, GEH 245, ECO 302, BBA 303, BIO 240, HSD 269, MAT 301, MAT 327, MAT 330, MAT 128 (with approval of instructor).
Credits	4
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
Lehman College has lacked a “second” statistics course for students who have completed the required statistics course for their majors. This course will include more challenging material focused on ordinary least squares regression with multiple independent variables, generalized linear models, and advanced usage of statistical software or programming languages. There is no calculus prerequisite for this course which also makes it distinct from advanced courses offered by Math (although Math does not offer a regression course, so this will also potentially be useful for math students). It will introduce foundational math concepts (e.g. matrix multiplication) as needed.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Perform data analyses using regression analysis and related approaches.
- Interpret the results of such analyses.
- Apply parametric and simulation-based approaches to estimating confidence intervals for regression.
- Assess whether a given model meets the assumptions of regression analysis.
- Apply common approaches for addressing the violation of assumptions.

5. **Date of Departmental Approval:** November 30, 2022

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SOC
Course Title	SOC 223 Quantitative Reasoning for Social Scientists
Department(s)	Sociology
Discipline	Sociology
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Use of quantitative social science methods to critically analyze and evaluate data. Topics include, but are not limited to: aging, education, poverty, global inequality, race and ethnicity, criminology and health.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course ☒ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required	Flexible	
☐ English Composition	☐ World Cultures and Global Issues	☐ Individual and Society
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity	☒ Scientific World
☐ Life and Physical Sciences	☐ Creative Expression	

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	☐ Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	• Represent quantitative problems expressed in natural language in a suitable mathematical format.
	• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course must meet the three learning outcomes in the right column.	
Students will obtain data from government sources, surveys, and the media, interpret the data in writing and orally, and assess the strengths and weakness of such data. For example, they will use the Social Security Administration baby names data and discuss its strengths and weaknesses. They will interpret the distribution of specific names over time.	• Gather, interpret, and assess information from a variety of sources and points of view.
Students will use data to explore and evaluate competing explanations of social phenomena. For example, they will use the Social Security Baby Names data to assess various social science explanations of name popularity based on the analysis of data about specific names. This will be done in the form of an essay that includes the use of data visualizations.	• Evaluate evidence and arguments critically or analytically.
Students will present results of data analysis in writing and orally and use these to reason about the social science topics studied. For example, they will use population pyramids from countries with diverse age structures and reason about the implications of these differences for those societies.	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	
Students will use methods of data science, statistics and math to study social science topics from sociology, demography, political science, economics and/or anthropology. For example, they will use measures of central tendency, variation and skew to compare income distributions and to assess the level of inequality in an organization.	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
Students will use technology and statistical analysis to analyze issues (such as global inequality or health disparities) and to propose solutions to those issues. For example, they will explore	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

how the concepts of a distribution and sample are used to assess the safety of drinking water.	
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
Students will explore public policy issues through data analysis, reading and writing and specifically explore how science plays a role in identifying, analyzing and addressing such issues. For example, students will explore the data used to monitor and analyze lead levels in the water in Flint, Michigan, errors in the data analysis and the role of citizen science in the collection and analysis of data that brought the high lead levels to public attention.	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Library Technology and Telecommunications Committee Report

Next Meeting: September 27th, 2023

Location: ZOOM

Library

- Library welcomes College community to Fall 2023
- Library offers in-person research support at our Reference Desk – as well as 24/7 Virtual Chat
- Access available 24-7 to Library's online resources including eBooks and eJournals using your CUNYfirst credentials. Library also features extensive Research Guides.
- Library is pleased to offer 20- to 30- minute Walking Tours during September
- We're happy to introduce new in-house Scanning Services for Lehman faculty-staff from print monograph collection. Please allow two-day turnaround to process your request and additional two days for document delivery to your e-mail.
- Library and Anthropology invite College community to Reading and Discussion of Victoria Sanford's ***Textures of Terror – The Murder of Claudina Isabel Velasquez and Her Father's Quest for Justice,*** Wednesday, September 27th, 12:30-1:30 PM. Register on Library Homepage.

Information Technology

- The Division of Information Technology and the Office of Communications and Marketing are pleased to announce the launch of the new Directory and Calendar of Events on September 18th. For more information about the launch, please look for an email sent on August 29th from ITR.ANNOUNCE. Included on that email is a link to schedule an appointment with the MMC for a headshot. One new feature of the new Directory is the ability to include a Bio and a Photo. Those of you who work with the current calendar and directory are receiving training and have been contacted separately. Stay tuned for more information on the Lehman College Website redesign.
- Microsoft has launched Windows 11 and also announced that Windows 10 will be end of support on October 2025. This means that Campus PC's will have to be upgraded by then. New PCs and Laptops are already coming with Windows 11 installed. The IT Division will be offering workshops. We also have a self-paced platform, Skillsets Online, available to all students, faculty, and staff. If you would to use this platform, please email ITR.Workshop@lehman.cuny.edu. Student VDI computers in the Open Center (Carman 108) have been upgraded to the new Operating System.

- 172 Classrooms and 4 lecture rooms are now featuring the new classroom technology with Hy-Flex capabilities. While we were not able to complete phase 3 using the stimulus funding, IT is looking at RESO-A to complete the remaining classrooms. We will keep you informed as we learn more about this.
- The chair of the committee for Tech Fee, Edi Ruiz, began sending letters of Acceptance and the remaining letters will be sent out shortly. The approved plan is on the website.
- The 22nd CUNY IT Conference is coming up November 30th and December 1 at John Jay College. The theme of this year's conference is: ***Generative Artificial Intelligence and its impact on our lives – Including Education and Learning***. The conference is open to all and is Free, Lehman's CIO, Edi Ruiz is the Co-Chair of the conference . Deadline to submit proposal is today, September 6th.

Blackboard

- Transition to D2L Update: CUNY has launched a website officially announcing the transition from Bb to D2L - Brightspace. The website is: https://www.cuny.edu/academics/brightspace-transition/ The Transition Timeline, Governance and other information can be found on the website. Lehman College is scheduled to begin using Brightspace in Fall 2025. Plenty of information and training sessions will be offered well in advance of the transition.

Online Education

- The Division of Information Technology and Online Education are please to present one faculty focused webinars and one student focused webinar on Artificial Intelligence. "**Instructional Cases and Tools to Support Teaching with Generative AI**" takes place tomorrow on ZOOM from 12:00-1:30. **The Student focused Webinar - "Generative AI: The Benefits and Misuses Students Should Know About"** Will take place on Friday, September 8th from 12-1:30. Please look for the email that was sent out on August 16th for additional information and to register.

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SEPTEMBER 2023 CAMPUS LIFE AND FACILITIES SENATE REPORT

A. SELECT CAPITAL PROJECT HIGHLIGHTS

1. APEX LIGHTING UPGRADE – New energy efficient lighting has been installed at the main gym, auxiliary gym, and pool. Punch list items remaining.

2. APEX PLAZA – The roofing system and pavers are being replaced. This is in response to leaking at main gym and lockers below. Work is being done now on the north half of the plaza. When work on the south half of APEX plaza begins there will be detours for building entry.

3. CARMAN LECTURE HALL – Renovation of CA B34 was completed over the summer. CA B36 renovation started in the middle of August. Renovation of Carman B36 is expected to be finished before Spring 2024 semester. Renovation includes all new seats, flooring, and lights.

4. MUSIC CHIMNEY RESTORATION –Existing conditions have been verified with drone photography and scaffolding has been installed. Disassembly and restoration will start this Fall.

5. EMERGENCY POWER PROJECT – A new generator was installed at the southwest corner of the Old Gym. Most of testing and related shut downs occurred over the summer.

6. THE NEW NURSING BUILDING (NERPC) – The new nursing building is expected to be ready for use in the Spring 2024 semester. Upcoming milestones include a NYC building department inspection, fire alarm approval, and delivery of furniture and equipment. Once Nursing moves into the building, T3 will be used for classrooms, and offices will be used for swing space for the Dean of HSHSN and her staff to facilitate Davis first floor renovation.

B. CAFETERIA REPORT. Procurement of a new cafeteria vendor is in process. The selection committee has reviewed applications and interviewed preferred candidates over the Summer.

Robin Auchincloss
Director, Campus Planning and Facilities
September 5 2023

CUNY