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**Minutes of
The Lehman College Senate Meeting
Wednesday, December 10, 2014
Senate Meeting**

Senators Present: Aguilar, S.; Albab, A.; Paulino-Báez, A.; Báez, R.; Bamshad, M.; Barber, E.; Bayne, G.; Bediako, D.; Bergmann, R.; Budescu, M.; Calvet, L.; Carey, R.; Cerrone, S.; Cheng, H.; Christian, M.; Cintrón, N.; Clark, V.; Conner, P.; Cordero, A.; Deas, M.; Dellapina, M.; Escano, D.; Fayne, H.; Feinerman, R.; Fera, J.; Fernández, R.; Gerry, C.; Holloway, J.; Hurley, D.; Jervis, J.; Jordan, S.; Kremenitzer, J.; Larimer, A.; Latimer, W.; Magdaleno, J.; Marianetti, M.; Markens, S.; Martín, O.; Maybee, J.; Mensah, A.; Mibenge, C.; Morrobel-Sosa, A.; Munoz, M.; Nadeem, S.; Nguyen, R.; O'Connor, N.; Okoro, N.; Pérez, M.; Petkov, R.; Philipp, M.; Prince, P.; Prohaska, V.; Rahman, M.; Ricourt, M.; Rivera-McCutchen, R.; Rodriguez, D.; Rodriguez, V.; Sailor, K.; Samuel, L.; Schlesinger, K.; Sen, G.; Stuckart, D.; Suero, R.; Tananbaum, D.; Valentine, R.; Varughese, N.; Waring, E.; Yang, L.; Yates, S.; Zucchetto, V.

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Senators Absent: Akan, A.; Alonso, O.; Alvarez, J.; Angeli, A.; Ansari, W.; Barker, T.; Blanco, W.; DeJesús, M.; Diallo, T.; DiRaimo, S.; Esteves, C.; Garcia, S.; Georges, A.; Haroon, A.; Hill, W.; Jafari, M.; Juárez, R.; Kowaleff, M.; Machado, E.; Mateo, K.; Medina, D.; Merkulyev-Arias, V.; Pettipiece, D.; Rachlin, J.; Rivera, A.; Rupp, S.; Saccomano, S.; Saldana, E.; Sarmiento, R.; Silverman, H.; Spence, N.; Tidjani, M.; Tolone, M.; Tomey, S.; Yavuz, D.; Yissi-Nintcheu, M.

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The meeting was called to order by President Ricardo R. Fernández at 3:40 p.m.

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Approval of the Minutes

The minutes of the November 19, 2014 meeting were approved by unanimous voice vote.

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Announcements and Communications—

Report of the President

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There were no announcements. President Fernández wished everyone all the best for the holiday season and wished students good luck on their final exams. The President made mention of the extensive agenda and moved to the reports.

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a. Student Legislative Assembly—

There was no report. Marcus Pérez extended his wishes for a happy holiday and a safe winter break.

The date and time for the next Student Legislative Assembly meeting has not been scheduled.

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REPORTS OF STANDING COMMITTEES—

1. Graduate Studies—

Prof. Janet DeSimone presented the report. All proposals were approved by unanimous voice vote.
See Attachment I.
The date and time for the next Graduate Studies Committee meeting has not been scheduled.

2. Governance Committee—

There was no report. Prof. Duane Tananbaum reminded everyone to sign the attendance sheets, as it is important to reflect a quorum of the voting members of the College Senate.
The next Governance Committee meeting will be sometime in late January.

Committee on Admissions, Evaluations and Academic Standards—

Prof. Penny Prince presented the report. She moved that the list of graduate student candidates for graduation be approved subject to the fulfillment of all academic requirements. The list was approved by unanimous voice vote.
The list of undergraduate student candidates for graduation was then presented and moved for approval contingent upon fulfilling all academic requirements. The list was approved by unanimous voice vote.

The date and time for the next Admissions, Evaluations and Academic Standards Committee meeting has not been scheduled.

3. Undergraduate Curriculum---

Prof. Vincent Prohaska presented the report. All proposals were approved by unanimous voice vote.
See Attachment II.
The date and time for the next Undergraduate Curriculum Committee meeting has not been scheduled.

71 **4. Ad Hoc Committee on the Student Evaluation of Teaching—**
72 Prof. Robert Valentine presented the report.
73 See Attachment III.
74 The date and time for the next Ad Hoc Committee meeting has not been scheduled.
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76 **5. Academic Freedom—**
77 Prof. Robert Valentine presented the report.
78 See Attachment IV.
79 The next Academic Freedom Committee meeting has not been scheduled.
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81 **6. Library, Technology, and Telecommunication—**
82 Mr. Stephen Castellano presented the report.
83 See Attachment V.
84 The date and time for the next Library, Technology, and Telecommunication Committee meeting
85 has not been scheduled.
86
87 **7. Campus Life and Facilities —**
88 There was no report.
89 The date and time for the next Campus Life and Facilities Committee meeting has not been
90 scheduled.
91
92 **8. Budget and Long Range Planning —**
93 There was no report.
94 The next Budget and Long Range Planning Committee meeting is scheduled for December 17th at
95 3:30 p.m. in Shuster 336.
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97 **9. University Faculty Senate Report—**
98 Prof. Manfred Philipp presented the report.
99 See Attachment VI.
100
101 Old Business----None.
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103 New Business----None.

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ADJOURNMENT

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President Fernández adjourned the meeting at 4:40 p.m.

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Respectfully submitted:

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A handwritten signature in cursive script that reads "Mary T. Rogan". The signature is written in black ink and is positioned above the printed name.

110

Mary T. Rogan

	A	B	D	E	F	G	H	W
1	EMPLID	Last Name	First Name	Middle	Acad Plan	Sub-Plan	Exp.	Grad Term
2	13021474	Albert-edwards	Ursula	V.	FNP-MS		1149	
3	13063020	An	Miran		FNP-MS		1149	
4	13101524	Anderson	Theresa		HEA-MSED		1149	
5	13107169	Anglin	Sheryl	E	FNP-MS		1149	
6	13148384	Arce	Katiria		SPEAC-MSED		1149	
7	23203504	Azad	Shibly		ENG-MA	LITERATURE	1149	
8	13112884	Azike-Otunba	Rosemary		NUTR-MS		1149	
9	13053272	Azizollahoff	Rachel	Ann	SPL-MA		1149	
10	23046545	Bagigah	Sabtiya		PH-MPH		1149	
11	13047203	Bannister	Natalie	L	NUTR-MS		1149	
12	13128181	Baptiste	Mikerline		FNP-MS		1149	
13	23212480	Barros Gonzalez	Sebastian	I	BUS-MS	INTRNTLBUS	1149	
14	11022611	Benavides	Nelly		HIS-MA		1149	
15	13035191	Benson	Beatrice		BUS-MS	FINANCE	1149	
16	23108937	Bermudez	Dustin		SPED-MSED	CHLDDGBIL	1149	
17	12067269	Bojorquez	Sally		REC-MSED	THERARECM	1149	
18	14024391	Borik	Taisiya		SPL-MA		1149	
19	13105064	Brown	Camelia	L	FNP-MS		1149	
20	13164917	Burkins	Jennifer		SPL-MA		1149	
21	23109009	Burstein	Lauren		ENG-MA	COMPOSIT	1149	
22	13048066	Canty	Nieasha		ECE-MSED		1149	
23	13000152	Capellan	Jimmy	J	SPED-MSED	CHLDDGBIL	1149	
24	13149371	Caputo	Laura	Ruth	SPL-MA		1149	
25	13108434	Castillo	Ariana		BUS-MS	FINANCE	1149	
26	13054047	Castillo	Jasmin M.	Langdet	FNP-MS		1149	
27	13074810	Centeno	Gertrudis		SPETE-MSED	EYCHLHDBIS	1149	
28	13126104	Cervantes	Michelle	M	SPL-MA		1149	
29	13047263	Chacana	Claudia	A	SECAC-MSED		1149	
30	23119295	Chen	Li		GIS-MS		1149	
31	13069677	Claro	Frank		TESOL-MSED	TESOLS1	1149	
32	13006073	Collins	Crystal	Danielle	SECAC-MSED		1149	
33	13048843	Comerie	Kiesha	C	SPED-MSED		1149	
34	13121545	Comrie	Paula	D	FNP-MS		1149	
35	13049674	Cope	Kendra		SPL-MA		1149	
36	10962480	Cordero	Keila	N	FNP-MS		1149	
37	23108219	Cortez	Briseida		BIO-MA	LABRSRCH	1149	
38	23096762	Cristantiello	Meaghan	M	SECAC-MSED		1149	
39	13001558	Cuozzo	Joshua		SEA-MSED		1149	
40	23141641	DaSilva	Marian	O	FNP-MS		1149	
41	23210700	Davila	Marcos		CMS-MS		1149	
42	13041840	Davis	George	T	ENG-MA	LITERATURE	1149	

	A	B	D	E	F	G	H	W
43	23015745	Deleon	Yajahira		SPETE-MSED	EYCHLHDBIS	1149	
44	13086152	Delfino	Jo-Ann		HEA-MSED		1149	
45	23144229	Delfs	Evan	M	HEA-MSED		1149	
46	13077398	Deutschman	Matthew		ENG-MSED		1149	
47	10838356	Disalvo	Frances		ENG-MA		1149	
48	13118356	Dixon	Nicole		AHN-MS		1149	
49	23050303	Doan	Amanda		SPL-MA		1149	
50	13048704	Enriquez	Erika	P	ENG-MSED		1149	
51	13109848	Erondu	Kelechi		FNP-MS		1149	
52	13000210	Estrada	Elisa	M	MAT-MSED	MAT5-9	1149	
53	13169424	Fagan	Jessica	Elise	TEMC56-AC		1149	
54	23113128	Fiori	Jenelle	H	TESOL-MSED	TESOLS2	1149	
55	13036195	Fortugno	Nicholas		ACC-MS		1149	
56	15382544	Fraser	Rynette		FNP-MS		1149	
57	13006088	Garcia	Marlene		SPL-MA		1149	
58	10845843	Gauthier	Michel		PH-MPH		1149	
59	23096761	Giji	Bindu		FNP-MS		1149	
60	12182189	Gippetti	Melissa	J	ECE-MSED		1149	
61	13099105	Gomez	Anabel		BUS-MS	HUMANREC	1149	
62	13044975	Grant	Shakima		HEP-MA		1149	
63	13103603	Gruenfelder	Nancy		NUTR-MS	CLINIC	1149	
64	13062094	Guei	Debe	D	BUS-MS	FINANCE	1149	
65	10856423	Gutierrez	Meridania		HEP-MA		1149	
66	23181817	Hamel	Andrea		REC-MSED	THERARECM	1149	
67	13019235	Hamilton	Sonya	M	ACC-MS		1149	
68	13063256	Han	Ah Young		FNP-MS		1149	
69	13072340	Harinath	Umawattie	Babita	FNP-ADVCRT		1149	
70	13160558	Hernandez	Kilsy		SPETE-MSED	EYCHLHDBIS	1149	
71	23107639	Hetemi	Vjolca		HEP-MA		1149	
72	23140290	Holden	Tara	F	SPL-MA		1149	
73	13096963	Huang	Wangling		ACC-MS		1149	
74	23001728	Hwang	Hyunhee		FNP-MS		1149	
75	10908342	Islam	Khairul		ACC-MS		1149	
76	13013584	Jackson	Alina	J	SPED-MSED	CHLDDGBIL	1149	
77	13163527	Johnson	Euridis		MAT-MSED	MAT5-9	1149	
78	23140436	Jorawar	Mahendra		FNP-ADVCRT		1149	
79	11018607	Jorawar	Ryan	N.	ECEBI-MSED		1149	
80	13120704	Kern	Susan	Elizabeth	SPL-MA		1149	
81	13063093	Kim	Gayoung		FNP-MS		1149	
82	13063118	Kim	Jungeun		FNP-MS		1149	
83	23118826	Kim	Jungmin		MU-MAT		1149	
84	13063141	Kim	Min Young		FNP-MS		1149	

	A	B	D	E	F	G	H	W
85	23141644	Kleinman	Stuart	A	CMS-MS		1149	
86	23140323	Krisa	Michelle		HEA-MSED		1149	
87	13091210	Kyng	Kymara		FNP-MS		1149	
88	13097003	Lannon	Elisa	Beth	MATH-MA		1149	
89	10918769	Larose	Roland		FNP-MS		1149	
90	13141252	Laryea	Wilhemina	L	PH-MPH		1149	
91	13168803	Lawless	Nora	A	ECE-MSED		1149	
92	13063208	Lee	Miyoung		FNP-MS		1149	
93	23118653	Lestin	Danie		MAT-MSED	MATH7-12	1149	
94	23108832	Levy	Amy		ENG-MSED		1149	
95	23108851	LoCastro	Christina		SECAC-MSED		1149	
96	13131026	Lowe	Ciarra		ECE-MSED		1149	
97	10859477	Maddox	Nyasha	R	HEP-MA		1149	
98	13107423	Mahl	Lindsay	M	SPL-MA		1149	
99	13060863	Maiorino	Daniela		ACC-MS		1149	
100	15035641	Malfesi	Alison	M	TESOL-MSED	TESOLS1	1149	
101	13141756	Marie	Veron	G	FNP-MS		1149	
102	13166894	Marshall	Samantha	Lee	SPL-MA		1149	
103	11001736	Martin	Leilanie		FNP-MS		1149	
104	13167089	Martinez	Alerfy		SPL-MA		1149	
105	13052056	Martinez	Doris		FNP-MS		1149	
106	23112318	Mashburn	Sabrina		SE-MSED	SES3	1149	
107	13002436	Mason	Jamal	W	ENG-MSED		1149	
108	23112463	Matcovich	Matthew		MATH-MA		1149	
109	12011855	Mazzullo	Elizabeth		SECAC-MSED		1149	
110	13066693	McIntosh	Donnalee	A	FNP-MS		1149	
111	23113213	McMillan	Fiona		REC-MSED	THERARECM	1149	
112	13066647	Mcclue	Patricia		FNP-MS		1149	
113	13136721	Mccullagh	Matthew		HEA-MSED		1149	
114	13057204	Moreno	Estefania		SPL-MA		1149	
115	13127654	Morrison	Allison	Diana	FNP-MS		1149	
116	13123956	Moye	Justin	R.	SPEAC-MSED		1149	
117	13129577	Munoz	Dywantie	A	SPED-MSED	CHLDEDBILS	1149	
118	23096852	Nartey	Philip	T	ACC-MS		1149	
119	23115987	Nguyen	Charles		PH-MPH		1149	
120	13059516	Nguyen	Krystina		SPL-MA		1149	
121	23142286	Oh	Soon Jee		FNP-MS		1149	
122	13144600	Oladimeji	Prince	Olaide	CMS-MS		1149	
123	13103610	Ortiz	Leslie	Melissa	BE-ADVCRT	BES3	1149	
124	13062778	Paik	Hyung Sook		FNP-MS		1149	
125	14003675	Paik	Jung Hwa		FNP-MS		1149	
126	13031824	Panaro	Danielle		HEA-MSED		1149	

	A	B	D	E	F	G	H	W
127	23140174	Parisi	Marissa	R	SPL-MA		1149	
128	13005978	Parris	Ayana	J	ECE-MSED		1149	
129	23121128	Passero	Nina	L.	SPL-MA		1149	
130	13060373	Penafiel	Sonia	B	SPETE-MSED	EYCHLHDBID	1149	
131	23109160	Pereira	Catarina		SECAC-MSED		1149	
132	13156151	Persaud	Renukah		SPETE-MSED		1149	
133	13048679	Pitts	Paul	Wellingt	PH-MPH		1149	
134	13024905	Piven-Kehrle	Rachel		ENG-MSED		1149	
135	13145897	Podder	Monorama		NUTR-MS		1149	
136	13119946	Prela	Anduela		MAT-MSED	MAT5-9	1149	
137	13069054	Ralph	Mandy		SECAC-MSED		1149	
138	13151386	Remolona	Miziel	Gulapa	FNP-ADVCRT		1149	
139	23208682	Renwick	Kim	F	HEP-MA		1149	
140	13141664	Reyes	Marivel		SPETE-MSED	EYCHLHDBIS	1149	
141	13071097	Reyes	Sayra		ACC-MS		1149	
142	13001652	Richardson	Leiana	J	SPL-MA		1149	
143	23112101	Ried	Ryan		SEA-MSED		1149	
144	13057815	Rivas	Pablo	A	BE-ADVCRT	BES3	1149	
145	23118010	Roche	Joseph	A	HEA-MSED		1149	
146	13056207	Rodriguez	Jennifer		PH-MPH		1149	
147	13134992	Rodriguez	Jennifer	Michelle	ECE-MSED		1149	
148	12251512	Rommage	Marie		FNP-MS		1149	
149	13136990	Rooney	Christopher		TESOL-MSED	TESOLS1	1149	
150	13116394	Rosado	Reinaldo		BE-ADVCRT	BES3	1149	
151	10949957	Rudolph	Monica		ECE-MSED		1149	
152	13157574	Sandoval	Rene		PH-MPH		1149	
153	13148416	Sanon	Benist		FNP-MS		1149	
154	13105006	Schaller	Anton	V	SPL-MA		1149	
155	12022069	Schwed	Karen		FNP-MS		1149	
156	23096815	Seegraber	Elizabeth	F	REC-MSED	THERARECM	1149	
157	13108825	Shkreli	Andis		MATH-MA		1149	
158	13003668	Smith	Silma	O.	MAT-MSED	MAT7-12AC	1149	
159	11025822	Soto	Faviola		SEA-MSED		1149	
160	13039316	Strachan	Decell		FNP-MS		1149	
161	13055709	Subedi	Shree		PH-MPH		1149	
162	13106363	Taber	Kathleen		SECAC-MSED		1149	
163	13113856	Taveras	Naomi	V	SPED-MSED	CHLDEDBILS	1149	
164	13050808	Taylor	Kasha		BUS-MS	HUMANREC	1149	
165	13049618	Taylor	Sheneka		BUS-MS	FINANCE	1149	
166	13012472	Thompson	Monica		FNP-MS		1149	
167	13063072	Toussaint	Vanessa	Tessa	ACC-MS		1149	
168	13057853	Tucker	Marsha	Natalie	NUTR-MS		1149	

	A	B	D	E	F	G	H	W
169	23096803	Valenti	Laura	M	SECAC-MSED		1149	
170	13022623	Vargas	Denise		SPED-MSED	CHLDDGBIL	1149	
171	13095221	Vecchione	Philip		ENG-MSED		1149	
172	13010929	Wallace-Bailey	Barbara	Angela	HEP-MA		1149	
173	23112307	Wang	Yang		ACC-MS		1149	
174	13080083	West	Shane	L	SPL-MA		1149	
175	23113821	Wetzel	Samantha	M	SECAC-MSED		1149	
176	23141592	Wilhelm	Stephanie	A	REC-MSED	THERARECM	1149	
177	10941621	Williams	Avid		MU-MAT		1149	
178	13101803	Wilson	Petra	J	FNP-MS		1149	
179	23145869	Yu	Miae		FNP-MS		1149	
180	13086051	Zerega	Robert		HIS-MA		1149	

	A	B	D	E	F	H	I	J	Y
1	EMPLID	Last Name	First Name	Middle	Acad Plan	degree	Sub-Plan	Exp.	Grad Term
2	13034375	Abdush-shahid	Asia		SPEA-BA	BA		1149	
3	12164327	Abreu	Rubi		SOC-BA	BA	GEN-SOC	1149	
4	13093149	Ajiwokewu	Yekinni	O	SWK-BA	BA		1149	
5	23138960	Akintola	Busayo		AAS-BA	BA		1149	
6	23008276	Aktar	Hashi		SOC-BA	BA		1149	
7	12208187	Alberto	Merlys		ACC-BA	BA	ACC42CR	1149	
8	12108015	Albertorio	Lee		SWK-BA	BA		1149	
9	13038900	Alcantara	Ana	V	SOC-BA	BA	GEN-SOC	1149	
10	13076015	Almanzar	Yanieris		HIS-BA	BA		1149	
11	13102857	Almestica	Walisa	Y	SPEA-BA	BA		1149	
12	13061774	Almont	Arlene		SPEA-BA	BA		1149	
13	13136429	Almonte	Yanet	A	SOC-BA	BA		1149	
14	13163157	Almonte	Yasmin		MAT-BA	BA		1149	
15	13155201	Alvarado	Carol	V	SOC-BA	BA	GEN-SOC	1149	
16	13162100	Alves	Jennifer		SPEA-BA	BA		1149	
17	13022178	Amigon	Sergio		HIS-BA	BA		1149	
18	13152108	Anjum	Sahar		POL-BA	BA		1149	
19	13018308	Aracena	Allan	R	MMJ-BA	BA	PRNTMEDTR	1149	
20	13031231	Arce	Eve	Hilcia	LAC-BA	BA		1149	
21	13166644	Arzola	Rosmer	Y	SOC-BA	BA		1149	
22	13132300	Aviles	Desiree	J	PSY-BA	BA		1149	
23	13033828	Badu	Emmanuel		BIO-BA	BA	MHSE	1149	
24	12079213	Baez	Danays		SPA-BA	BA		1149	
25	13093537	Bailey	Shanique	Natasha	PSY-BA	BA		1149	
26	13058562	Barnes	Kerri	I	ANT-BA	BA		1149	
27	13057943	Barnwell	Dereace	K	SOC-BA	BA		1149	
28	23093212	Batista	Jessica		ENG-BA	BA	LITERATURE	1149	
29	13102826	Battle	Shoranda	A	SOC-BA	BA		1149	
30	13020897	Beccan	Janay		ACC-BA	BA	ACC42CR	1149	
31	13173804	Bell	Tamara	R	GEO-BA	BA		1149	
32	13144355	Bellinger	Mikell		SOC-BA	BA	GEN-SOC	1149	
33	23092794	Benalcazar	Valeria	J	SPA-BA	BA		1149	
34	13159803	Benejan	Belinda		SPEA-BA	BA		1149	
35	13133122	Berges	Melissa		PSY-BA	BA		1149	
36	23004545	Bergholz	Penniellen		SPEA-BA	BA		1149	
37	13130517	Blackman	Ashley		MMJ-BA	BA	BROMEDTRA	1149	
38	23084854	Blinova	Nellya		MMJ-BA	BA	JOURNLSMTR	1149	
39	13162097	Boodhoo	Michael	T	BIO-BA	BA	BIO70CR	1149	
40	12271221	Boxhill	Kimberly	A	ECO-BA	BA	FINECO	1149	
41	13107894	Boyukliev	Miroslav	M	HIS-BA	BA		1149	
42	13169758	Briandt	Regina		BIO-BA	BA	BIO70CR	1149	

	A	B	D	E	F	H	I	J	Y
43	13022205	Brinkley	Gail	P	AAS-BA	BA		1149	
44	13156835	Bruno	Jonathan		SOC-BA	BA	GEN-SOC	1149	
45	13013643	Bryant	Marilyn	C	MMJ-BA	BA	PRNTMEDTR	1149	
46	13145700	Buckley	Nya	L	PSY-BA	BA		1149	
47	13015106	Bueno	Allison		ENG-BA	BA	LITERATURE	1149	
48	13028239	Busgit	Marilyn	E	SPEA-BA	BA		1149	
49	13005771	Caban	William Jr		GEOG-BA	BA		1149	
50	13045618	Cabral	Denise	A	SOC-BA	BA	EDSOCINEQU	1149	
51	13085735	Cabral	Elinel		ANT-BA	BA		1149	
52	23093057	Cabrera	Jon		ENG-BA	BA	LITERATURE	1149	
53	13101748	Cabrera	Lorena	J	ENG-BA	BA	LITERATURE	1149	
54	13086344	Cabrera	Lusilbania		PSY-BA	BA		1149	
55	23085339	Calixto	Oliva		SOC-BA	BA		1149	
56	13115283	Campbell	Sheldon		HIST-BA	BA	MHSEHB	1149	
57	13052946	Caraballo	Wandy		ENG-BA	BA		1149	
58	13136862	Cardona	Chelsea	A	PSY-BA	BA		1149	
59	13141077	Cardona	Nichelle	R	SOC-BA	BA		1149	
60	13103729	Caridi	Jaclyn		MAT-BA	BA		1149	
61	12011058	Carrasquillo	Priscilla		PSY-BA	BA		1149	
62	13075407	Carty	Samantha	M	POL-BA	BA		1149	
63	13010087	Castillo	Jhosmarty	L	PSY-BA	BA		1149	
64	12224091	Chano	Odalys		SPEA-BA	BA		1149	
65	13114322	Charles	Kristopher	E	MMJ-BA	BA	JOURNLSMTR	1149	
66	13043338	Chazulle	Alba		SPEA-BA	BA		1149	
67	23052499	Chelune	Henry	A.	HIS-BA	BA		1149	
68	13058434	Chireno	Gabriel	E	PSY-BA	BA		1149	
69	13139163	Clark	Rashad	A	ACC-BA	BA	ACC42CR	1149	
70	13147614	Clowney	Eugene	Alfred	MMS-BA	BA	ORALCOMPR	1149	
71	13084283	Contreras	Zugeiry	M	SOC-BA	BA	GEN-SOC	1149	
72	13088716	Cordones	Hector	J	HIS-BA	BA		1149	
73	13088716	Cordones	Hector	J	POL-BA	BA		1149	
74	13140849	Corniel	Rosse	M	SWK-BA	BA		1149	
75	13158241	Coronado	Leonardo		SPA-BA	BA		1149	
76	13015108	Coto-Batres	Marcos		ECO-BA	BA	FINECO	1149	
77	13015108	Coto-Batres	Marcos		POL-BA	BA		1149	
78	23109102	Curbelo	Joseph		HIS-BA	BA		1149	
79	13170601	Dang	Myduyen	K	ECO-BA	BA	FINECO	1149	
80	13163057	Daniel	Melinda	L	MAT-BA	BA		1149	
81	13072392	Dattilo	Jenna	L	SOC-BA	BA		1149	
82	13072392	Dattilo	Jenna	L	PSY-BA	BA		1149	
83	23144701	Daugherty	Frederica		SOC-BA	BA	GEN-SOC	1149	
84	13158348	Davis	Scott		POL-BA	BA		1149	

	A	B	D	E	F	H	I	J	Y
85	23140164	De Four-Howar	Anuola		BIO-BA	BA	BIO70CR	1149	
86	13106596	De Jesus	Priscila	A	PSY-BA	BA		1149	
87	13167913	Delacruz	Alain		SOC-BA	BA		1149	
88	13014245	Delacruz	Julissa		BIO-BA	BA	BIO70CR	1149	
89	13040987	Delgado	Moises	F	HIS-BA	BA		1149	
90	13044903	Diaz	Jose	Rafael	BIO-BA	BA	BIO70CR	1149	
91	13019349	Diaz	Josmeidy		SWK-BA	BA		1149	
92	13011670	Diaz	Miguel		BIO-BA	BA	BIO53CR	1149	
93	13039319	Dieudonne	Yasmine		MMS-BA	BA	ORALCOMPR	1149	
94	13013558	Done	Sobeyda		PSY-BA	BA		1149	
95	13013558	Done	Sobeyda		SPEA-BA	BA		1149	
96	13135170	Doyle	Robert	J	ENG-BA	BA	CREATWR	1149	
97	13107523	Dudley	Krystal	A	SOC-BA	BA		1149	
98	23107739	Duran	Elvira	S	PSY-BA	BA		1149	
99	13051197	Edmond	Yrvane		SOC-BA	BA		1149	
100	13128279	Elie	Abraham		PHIL-BA	BA	ETH-PUBPOL	1149	
101	13142287	Encarnacion	Francis	D	MAT-BA	BA		1149	
102	13126215	Espada	Luis		HIST-BA	BA	CHLHDEDH	1149	
103	13018355	Espady	Jennifer		AAS-BA	BA		1149	
104	13018355	Espady	Jennifer		MMS-BA	BA	MEDIAIND	1149	
105	12151673	Exavier	Dina		SOC-BA	BA	DEMPOPHLTH	1149	
106	23201099	Fabre	Jaridy		SPEA-BA	BA		1149	
107	13137735	Fana	Damaris		PSY-BA	BA		1149	
108	13038627	Farias	Stefanie		SPA-BA	BA		1149	
109	13016178	Feliciano	Jaileen		SOC-BA	BA	GEN-SOC	1149	
110	13030317	Fermin	Solanyi		SPEA-BA	BA		1149	
111	23117479	Fernandez	Darrel		ACC-BA	BA	ACC42CR	1149	
112	13098922	Fernandez	Marlen		LAC-BA	BA		1149	
113	13098922	Fernandez	Marlen		ANT-BA	BA		1149	
114	13033762	Fernandez	Melissa		MMJ-BA	BA	BROMEDTRA	1149	
115	13033762	Fernandez	Melissa		THE-BA	BA		1149	
116	13127945	Ferreira	Fiordaliza		SWK-BA	BA		1149	
117	13132158	Figueroa	Abigail		SOC-BA	BA		1149	
118	13137692	Fontes	Joanne	C	SOC-BA	BA		1149	
119	23035648	Forbes	Samontha	Ammonda	ENG-BA	BA	CREATWR	1149	
120	13114644	Francis	Nanoi	L	HIS-BA	BA		1149	
121	13137604	Franco	Jessica	M	SOC-BA	BA		1149	
122	13168453	Frias	Ayaris	D	SOC-BA	BA		1149	
123	23108266	Funderburke	Evelyn		ECO-BA	BA	MANECO	1149	
124	13002437	Gamboia	Michelle	M	PRS-BA	BA		1149	
125	13101637	Garcia	Claudia		PSY-BA	BA		1149	
126	23097345	Garcia	Yeila	M	MMS-BA	BA	TVPROD	1149	

	A	B	D	E	F	H	I	J	Y
127	23113552	George	Pristina		SPEA-BA	BA		1149	
128	13134746	Gethmann	Keith	J	HIS-BA	BA		1149	
129	13128101	Giacalone	Jolanda	J	SWK-BA	BA		1149	
130	12002012	Godoy	Natalia	N	MMS-BA	BA	TVPROD	1149	
131	13028573	Gomez	Idalina	M	LAC-BA	BA		1149	
132	12216857	Gomez	Kaulani		PSY-BA	BA		1149	
133	13076694	Gomez	Liz	G	MMS-BA	BA	TVPROD	1149	
134	13051355	Gonzalez	Calieb	J	HIS-BA	BA		1149	
135	23092871	Gonzalez	Crystal	S	SOC-BA	BA	GEN-SOC	1149	
136	13142772	Green	Shanell		MMJ-BA	BA	BROMEDTRA	1149	
137	13097777	Greer	Cheydy	M	SOC-BA	BA	GEN-SOC	1149	
138	13021638	Grullon	Nikaurys	K	LAC-BA	BA		1149	
139	13131327	Guablocho	Mayra	A	ANT-BA	BA		1149	
140	13167038	Gutierrez	Massiel		PSY-BA	BA		1149	
141	13070219	Guy	Shkeema		MASS-BA	BA		1149	
142	13021464	Guzman	Melvin		ART-BA	BA	PHOTO-BA	1149	
143	11024719	Hall	Julianna	E	SOC-BA	BA		1149	
144	13116459	Hamilton	Arlet	M	PSY-BA	BA		1149	
145	13005761	Harris	Walter	S	SOC-BA	BA		1149	
146	23038264	Hasan	Mohammed	R	MAT-BA	BA		1149	
147	13071573	Henry	Anita		MAT-BA	BA		1149	
148	23112813	Hernandez	Cecilia	V	ARH-BA	BA		1149	
149	13012413	Hernandez	Jennifer	R	HIS-BA	BA		1149	
150	13099022	Hidalgo	Anishbell		SOC-BA	BA	GEN-SOC	1149	
151	13107968	Higgins	Desiree		SOC-BA	BA	GEN-SOC	1149	
152	13005260	Huesca	Grecia	Karina	COMNT-BA	BA		1149	
153	13005260	Huesca	Grecia	Karina	ENG-BA	BA	HONCREAWR	1149	
154	13005606	Jackson	Christina		ENG-BA	BA	CREATWR	1149	
155	13069043	James	Tiffany	M	SOC-BA	BA	EDSOCINEQU	1149	
156	13055935	Jarvis	Jurnell		SOC-BA	BA		1149	
157	13122861	Javier	Robinson		PSY-BA	BA		1149	
158	14066427	Jean-pierre	Steffen		BIO-BA	BA	BIO70CR	1149	
159	10843572	Jenkins	Rhonda		SOC-BA	BA	GEN-SOC	1149	
160	12165008	Johnson	Tamara		PSY-BA	BA		1149	
161	13100385	Justice	Jeffrey	T	MMJ-BA	BA	BROMEDTRA	1149	
162	23220496	Katz	Eric		PSY-BA	BA		1149	
163	13133563	Kemp	Brittany	A	SOC-BA	BA	EDSOCINEQU	1149	
164	13054865	Kennedy	Latoya	E	ACC-BA	BA	ACC42CR	1149	
165	13075094	Ketter	Tanya	L	SOC-BA	BA	GEN-SOC	1149	
166	13043027	Kim	Esther		PSY-BA	BA		1149	
167	13036182	Kouakou	Cynthia	E	SOC-BA	BA		1149	
168	13032370	Kouanda	Idrissa		BIO-BA	BA	BIO70CR	1149	

	A	B	D	E	F	H	I	J	Y
169	13090379	Lane	Jerome		MMS-BA	BA	ORALCOMPR	1149	
170	13023360	Lara-Arthur	Michelle		LAC-BA	BA		1149	
171	23113082	Lavender Davis	Tonya	D	GEOG-BA	BA		1149	
172	23092720	Lavergata	Peter	J	MMS-BA	BA	ORALCOMPR	1149	
173	13171593	Lavia	Keisha	M	SOC-BA	BA		1149	
174	13033864	Lawrence	Mark	A	POL-BA	BA		1149	
175	13035995	Lewis	Bernard	J	PSY-BA	BA		1149	
176	12133734	Liriano	Michelle	A	PSY-BA	BA		1149	
177	23092810	Lobban	Keith	M	BIO-BA	BA	BIO70CR	1149	
178	23200239	Lopez	Karlynn		SOC-BA	BA	GEN-SOC	1149	
179	23144541	Lopez	Michael		MMJ-BA	BA	BROMEDTRA	1149	
180	13148689	Lopez	Stephanie		HIS-BA	BA		1149	
181	23229754	Lucciola	Vincenza		SPEA-BA	BA		1149	
182	13037753	Lujan	Percy	D	MMJ-BA	BA	JOURNLSMTR	1149	
183	13088590	Luna	Jonathan	R	ECO-BA	BA	ECO34CR	1149	
184	23092894	Mair	Raphaella		PSY-BA	BA		1149	
185	13048536	Mangale	Christine	K	POL-BA	BA		1149	
186	13164647	Marsh	Sabrina		ECO-BA	BA	ECO34CR	1149	
187	13004559	Martinez	Alexandra		SOC-BA	BA	GEN-SOC	1149	
188	13040783	Martinez	Chris Mary		PSY-BA	BA		1149	
189	13031675	Mason	Diana		SOC-BA	BA	GEN-SOC	1149	
190	14180287	Matos	Iliana	C	MMS-BA	BA	FILMPROD	1149	
191	13084159	Mays	Lawrence	Christoph	THE-BA	BA		1149	
192	13114836	Mcdonald	Taylor	A	SOC-BA	BA		1149	
193	13042995	Mcperson	Lorna	E	SOC-BA	BA	GEN-SOC	1149	
194	13136843	Medina	Andris	Y	PSY-BA	BA		1149	
195	23115883	Medina	Jasily		PHIL-BA	BA		1149	
196	13027958	Mella	Luis	E	PSY-BA	BA		1149	
197	13139095	Mendez	Rogelio		SOC-BA	BA	GEN-SOC	1149	
198	13052623	Mendoza	Christian		SOC-BA	BA	GEN-SOC	1149	
199	13140064	Mendoza	Javier	S	HIS-BA	BA		1149	
200	13114859	Meyer	Tess	A	SPEA-BA	BA		1149	
201	13127494	Miah	Sasha	E	PSY-BA	BA		1149	
202	13094328	Miller	Shabraj	E	ENG-BA	BA	HONCREAWR	1149	
203	13081764	Mollineau	Nkenge		PSY-BA	BA		1149	
204	13026333	Montalvo	Starr		DANC-BA	BA		1149	
205	13027390	Montas	Johnsel		MMS-BA	BA	MEDIAIND	1149	
206	13167932	Montero	Antony		SOC-BA	BA	GEN-SOC	1149	
207	13170588	Moore	Christopher	F	ECO-BA	BA	ECO30CR	1149	
208	23129839	Moreira	C John	A	SOC-BA	BA	GEN-SOC	1149	
209	13096744	Morillo	Sheiry	D	BIO-BA	BA	BIO70CR	1149	
210	13064140	Morin	Jennifer		ENG-BA	BA	HONCREAWR	1149	

	A	B	D	E	F	H	I	J	Y
211	13064140	Morin	Jennifer		PSY-BA	BA		1149	
212	13033134	Morris	Verine		ACC-BA	BA	ACC42CR	1149	
213	13070184	Muhiz	Abdul		MMS-BA	BA	ORALCOMPR	1149	
214	13039078	Mukuta	Kalambay		MAT-BA	BA		1149	
215	23116928	Naeem	Maroof		PSY-BA	BA		1149	
216	13168813	Ndukwe	Oluchi	B	POL-BA	BA		1149	
217	13040246	Nieves	Cynthia	L	MMS-BA	BA	TVPROD	1149	
218	12133581	Nilaj	Pjeter		HIST-BA	BA		1149	
219	13085606	Nseirat	Haneen		ENGED-BA	BA	ENG/ECCE	1149	
220	13048373	Nunez	Greisly		BIO-BA	BA	BIO70CR	1149	
221	13063620	Nunez	Heiny		SPEA-BA	BA		1149	
222	23108039	Nunez	Lenirsa		PSY-BA	BA		1149	
223	13159466	Nunez	Rocio		PSY-BA	BA		1149	
224	13031173	Ocampo	Steven		ECO-BA	BA	FINECO	1149	
225	13071265	Occes	Cathiana	D	MMS-BA	BA	ORALCOMPR	1149	
226	13151463	Ochoa	Jovy	C	SPEA-BA	BA		1149	
227	13145591	Okipi	Gary	E	MAT-BA	BA		1149	
228	23016547	Oliveras	Rosa	Elena	MMJ-BA	BA	BROMEDTRA	1149	
229	13040885	Olivo	Norah	I	PSY-BA	BA		1149	
230	13019277	Ortega-Chepetl	Verenice		SWK-BA	BA		1149	
231	13096189	Ortiz	Genesis		SOC-BA	BA	EDSOCINEQU	1149	
232	12022619	Ortiz	Jessenia		ENG-BA	BA	CREATWR	1149	
233	13039543	Ortiz	Luis	J	PHIL-BA	BA	KNOW-REAL	1149	
234	13069745	Ortiz	Roderick	F	POL-BA	BA		1149	
235	13046897	Otero	Lizette	M	ART-BA	BA	PAINT-BA	1149	
236	13127050	Paccione	Jill	Alexandra	POL-BA	BA		1149	
237	13127050	Paccione	Jill	Alexandra	PSY-BA	BA		1149	
238	13099683	Paling	Gisele	M	SPEA-BA	BA		1149	
239	13131614	Palmer	Tameka	A	SOC-BA	BA	GEN-SOC	1149	
240	13151527	Palmers	Ana	L	SPEA-BA	BA		1149	
241	13098062	Parker	Octrisha		ENG-BA	BA	HONCREAWR	1149	
242	13030684	Parra	Flora	A	SPA-BA	BA		1149	
243	13012811	Parra	Tracy		SOC-BA	BA	GEN-SOC	1149	
244	13123508	Pastor	Jackie		SOC-BA	BA	GEN-SOC	1149	
245	13144251	Pena	Karina	A	SPA-BA	BA		1149	
246	14067610	Perez	Eduardo		UNDECL-BA	BA		1149	
247	23015762	Perez	Kelly	M	ENG-BA	BA	CREATWR	1149	
248	13053984	Perez	Leslie	A	MMS-BA	BA	ORALCOMPR	1149	
249	13014661	Perez	Marisol		PSY-BA	BA		1149	
250	13014008	Perretta	Vincent	A	ENG-BA	BA	CREATWR	1149	
251	13011782	Piantini	Carlos	J	MMJ-BA	BA	BROMEDTRA	1149	
252	13065725	Pickett	Candice		POL-BA	BA		1149	

	A	B	D	E	F	H	I	J	Y
253	13076878	Pimentel	Jaleesa	L	SOC-BA	BA	GEN-SOC	1149	
254	13140082	Pina	Leonel		ECO-BA	BA	FINECO	1149	
255	23005020	Pineda	Janice		SPEA-BA	BA		1149	
256	13097768	Pizarro	Iris	M	SOC-BA	BA	GEN-SOC	1149	
257	11019784	Pottinger-Moore	Keisha	Nioka	UNDECL-BA	BA		1149	
258	11019784	Pottinger-Moore	Keisha	Nioka	PSY-BA	BA		1149	
259	12117417	Prince	Nadia		SPEA-BA	BA		1149	
260	13017942	Quezada	Maranyelin		SPEA-BA	BA		1149	
261	13017579	Quidet	Kristine Aize	T	SPEA-BA	BA		1149	
262	13053061	Rajah	Bibi Rafeen		SOC-BA	BA		1149	
263	12041316	Ramirez	Shanel		SOC-BA	BA	GEN-SOC	1149	
264	23116862	Ramon	Michael	A	SWK-BA	BA		1149	
265	13170811	Reid	Janel	A	SOC-BA	BA	GEN-SOC	1149	
266	23109833	Reyes	Crystal	Y	SOC-BA	BA	EDSOCINEQU	1149	
267	13003164	Reyes	Lisa	P	ENG-BA	BA	LITERATURE	1149	
268	13022188	Riaz	Sidra		SOC-BA	BA	GEN-SOC	1149	
269	13067731	Rivera	Julio	C	PSY-BA	BA		1149	
270	13053162	Rivera	Melissa	M	SOC-BA	BA		1149	
271	13134945	Rivera	Nayrobi	A	SOC-BA	BA		1149	
272	13146719	Rivera Matos	Natalie		SPEA-BA	BA		1149	
273	23034843	Robinson	Jasmin	Marisol	BIO-BA	BA	BIO53CR	1149	
274	13127178	Robinson	Ryan	K	ACC-BA	BA	ACC42CR	1149	
275	13096899	Rodriguez	Alexis	D	COMSC-BA	BA		1149	
276	13086762	Rodriguez	Caridad		SOC-BA	BA		1149	
277	13137018	Rodriguez	Cesar	M	SOC-BA	BA	GEN-SOC	1149	
278	13100156	Rodriguez	Chanttal		BIO-BA	BA	BIO70CR	1149	
279	13107775	Rodriguez	Jose	J	ECO-BA	BA	MANECO	1149	
280	13014831	Rodriguez	Katherine		SOC-BA	BA		1149	
281	12283312	Roman	Bianca	N	PSY-BA	BA		1149	
282	13027833	Rosado	Fausto	M.	PSY-BA	BA		1149	
283	23129364	Rosario	Maria	A	AAS-BA	BA		1149	
284	13090868	Ross	Kayla	B	MMS-BA	BA	ORALCOMPR	1149	
285	13142761	Rotundo	Diana	T	UNDECL-BA	BA		1149	
286	13053421	Ruiz	Toni		PSY-BA	BA		1149	
287	13003287	Saadah	Terby	A	BIO-BA	BA	BIO70CR	1149	
288	13095367	Saavedra	Lisette	C	SOC-BA	BA	EDSOCINEQU	1149	
289	13022496	Saavedra	Luis	A	ANT-BA	BA		1149	
290	23233187	Said	Qamar		SPEA-BA	BA		1149	
291	23055260	Sanchez	Jason	A.	ECO-BA	BA	ECO34CR	1149	
292	13118144	Sanchez	Jessica	I	ECO-BA	BA	ECO34CR	1149	
293	13143488	Sanchez	Kristy	M	HIS-BA	BA		1149	
294	13143483	Sanchez	Sarai		ENGED-BA	BA	ENG/ECCE	1149	

	A	B	D	E	F	H	I	J	Y
295	13122974	Santana	Juan	F	PSY-BA	BA		1149	
296	13089060	Santiago	Crucita		ECO-BA	BA	ECO30CR	1149	
297	13087083	Saphra	Miriam	R	ENG-BA	BA	LITERATURE	1149	
298	23140285	Savaille	Jana		SOC-BA	BA	EDSOCINEQU	1149	
299	13048162	Scotland	Nyema		MMS-BA	BA	ORALCOMPR	1149	
300	13008421	Sedra	Jehu	J	ART-BA	BA	CMPIMG-BA	1149	
301	23034844	Shala	Shqiprim		ECO-BA	BA	FINECO	1149	
302	13082817	Siberio	Efrain		PSY-BA	BA		1149	
303	13134189	Silva	Christina		SOC-BA	BA	GEN-SOC	1149	
304	13069778	Silva	Leticia		PSY-BA	BA		1149	
305	13060870	Small	Tanice	A	HIS-BA	BA		1149	
306	12031854	Smart	Ariel	M	ENG-BA	BA	LITERATURE	1149	
307	13013337	Sofianos	Mary	J	ART-BA	BA	PAINT-BA	1149	
308	13013337	Sofianos	Mary	J	DANC-BA	BA		1149	
309	23118556	Sosa	Dalila		PSY-BA	BA		1149	
310	13109251	Sosa	Patricia		POL-BA	BA		1149	
311	13098474	Soto	Jacquelyn		LAC-BA	BA		1149	
312	13004859	Supo	Leida	I	HIS-BA	BA		1149	
313	13127707	Tavares	Joy	Ann-Mari	MMS-BA	BA	ORALCOMPR	1149	
314	13082603	Tavarez	Michael	G	THE-BA	BA		1149	
315	13082603	Tavarez	Michael	G	PHIL-BA	BA		1149	
316	12257856	Taveras	Conny		SOC-BA	BA	EDSOCINEQU	1149	
317	13032476	Terrero	Lourdes		SOC-BA	BA	GEN-SOC	1149	
318	12113597	Thomas	Joshua	P	SOC-BA	BA	GEN-SOC	1149	
319	23121050	Thomas	Veronica		MMS-BA	BA	TVPROD	1149	
320	13079805	Thompson	Michael	S	POL-BA	BA		1149	
321	23054539	Toribio	John	P.	COMSC-BA	BA		1149	
322	10859983	Toro-Rodriguez	Eubie		SOC-BA	BA		1149	
323	13065027	Torres	Ana	G	ENG-BA	BA	LITERATURE	1149	
324	13023341	Torres	Claudia		SPEA-BA	BA		1149	
325	13142350	Torres	Jeremy	D	ENG-BA	BA		1149	
326	13005481	Torres	Tamiqua	M	POL-BA	BA		1149	
327	23092641	Toure	Awa		SOC-BA	BA	DEMPOPHLTH	1149	
328	13011711	Tsurunaga	Kent		BIO-BA	BA	BIO70CR	1149	
329	13097965	Valcarcel	Beatriz		PSY-BA	BA		1149	
330	12087824	Valdez	Joeamy	E	PSY-BA	BA		1149	
331	23108374	Valdovinos	Syanya		SPEA-BA	BA		1149	
332	13112923	Valencia	Elizabeth		SOC-BA	BA	GEN-SOC	1149	
333	13139845	Valencia	Viviana	A	SWK-BA	BA		1149	
334	13019141	Vargas	Carmen		ART-BA	BA	PAINT-BA	1149	
335	13135349	Vatic	Valentina		SOC-BA	BA		1149	
336	13099836	Velasquez	Jasmine		PSY-BA	BA		1149	

	A	B	D	E	F	H	I	J	Y
337	13104046	Vernieri	Shannon	A	PSY-BA	BA		1149	
338	12225874	Vieux	Carol	R	SWK-BA	BA		1149	
339	13050146	Waugh	Bastenia	Z	PSY-BA	BA		1149	
340	13023745	Wechsler	Madeleine		ANT-BA	BA		1149	
341	23229052	Wedderburn	Renee		SOC-BA	BA	GEN-SOC	1149	
342	11025795	White	Wanda	I.	SPEA-BA	BA		1149	
343	13126145	Wieser	Jai	H	ECO-BA	BA	FINECO	1149	
344	13024898	Williams	Kayce	S	SWK-BA	BA		1149	
345	13036740	Williams	Megan		PSY-BA	BA		1149	
346	13087107	Williams	Tyreek	L	ACC-BA	BA	ACC42CR	1149	
347	13011141	Wong	Jimmy		ART-BA	BA	CMPIMG-BA	1149	
348	13097547	Wooten	Nerette	T	PSY-BA	BA		1149	
349	13147793	Zabarin	Sergey		PSY-BA	BA		1149	
350	13118818	Zajmi	Ebba		ENG-BA	BA	HONORLIT	1149	
351	13062342	Abdullah	Safayet		BUS-BBA	BBA	FININTBUS	1149	
352	13026247	Abdulrahman	Mohammed		BUS-BBA	BBA	INTBUS	1149	
353	13094750	Abraham	Darryl	C	BUS-BBA	BBA	FIN	1149	
354	13052986	Akyeampong	Yaw	T	BUS-BBA	BBA	MKT	1149	
355	13123742	Alamari	Ghamdan		BUS-BBA	BBA	BUSLAW	1149	
356	13039635	Alarcon	Rafael	E.	BUS-BBA	BBA	FIN	1149	
357	13115449	Alcantara	Ivana	E	BUS-BBA	BBA	FIN	1149	
358	23092714	Astudillo	Andrew		BUS-BBA	BBA	FINMKTG	1149	
359	23113180	Atkinson	Stacy		BUS-BBA	BBA	BUSLWHR	1149	
360	13090741	Barcia	Shirley	L	BUS-BBA	BBA	BUSLWHR	1149	
361	13021232	Behluli	Fatbardha		BUS-BBA	BBA	MKT	1149	
362	13028624	Benjamin	Randolph	M	BUS-BBA	BBA	MKT	1149	
363	12264273	Bernardez	Elsa L.		BUS-BBA	BBA	BUSLWMKT	1149	
364	13058578	Bolden	Cedric		BUS-BBA	BBA	BUSLWHR	1149	
365	23128769	Brennan	Stephen	J	BUS-BBA	BBA	MKT	1149	
366	13054385	Cacho	Rosa		BUS-BBA	BBA	FIN	1149	
367	13015987	Cancel	Vidiya		BUS-BBA	BBA	HUMRES	1149	
368	13059968	Chatoorang	Melissa		BUS-BBA	BBA	MKT	1149	
369	13069841	Coleman	Roberta		BUS-BBA	BBA	HUMRES	1149	
370	13162744	Collado	Erika	J	BUS-BBA	BBA	BUSLWHR	1149	
371	13136904	Contreras	Kirsis		BUS-BBA	BBA	MKT	1149	
372	23142999	Cruz	Rosalyn	E.	BUS-BBA	BBA	FIN	1149	
373	13165663	Darden	Timandra	J	BUS-BBA	BBA	FIN	1149	
374	13049400	Davila	Yolie Marie		BUS-BBA	BBA	BUSLWHR	1149	
375	23118513	De Los Santos	Jennifer		BUS-BBA	BBA	BUSLWHR	1149	
376	13156611	Del Rosario	Ailin		BUS-BBA	BBA	MKT	1149	
377	12016374	Delcid	Wendy	D	BUS-BBA	BBA	MKT	1149	
378	13071568	Diplan	Arisleyda		BUS-BBA	BBA	FINHR	1149	

	A	B	D	E	F	H	I	J	Y
379	13128279	Elie	Abraham		BUS-BBA	BBA	MKT	1149	
380	13126763	Estrella	Betsy		BUS-BBA	BBA	HUMRES	1149	
381	13128351	Filpo	Luis	J	BUS-BBA	BBA	FIN	1149	
382	13156577	Flores	Jose		BUS-BBA	BBA	FIN	1149	
383	13142884	Garcia	Alina	M	BUS-BBA	BBA	MKT	1149	
384	13025269	Garcia	Andrew		BUS-BBA	BBA	FINMKTG	1149	
385	13106269	Garcia	Melanie		BUS-BBA	BBA	HUMRES	1149	
386	13019364	Gargano	Michael	J	BUS-BBA	BBA	BUSLWMKT	1149	
387	13038272	Gonzalez	Maria		BUS-BBA	BBA	ACCTHR	1149	
388	13150316	Grant	Gloria	A	BUS-BBA	BBA	INTBUS	1149	
389	13038650	Harun	Abu	Y	BUS-BBA	BBA	BUSLWFIN	1149	
390	13072412	Henriquez	Ana	K	BUS-BBA	BBA	HUMRES	1149	
391	13059471	Houston	Jaria	A	BUS-BBA	BBA	HUMRES	1149	
392	13160752	Hussain	Syed		BUS-BBA	BBA	BUSLAW	1149	
393	13036897	Jaffari	Syed		BUS-BBA	BBA	BUSLWHR	1149	
394	13141417	Jerez	Evelyn		BUS-BBA	BBA	MKT	1149	
395	13005300	Jimenez	Emely		BUS-BBA	BBA	BUSLWMKT	1149	
396	13021649	Kabasele	Stephan		BUS-BBA	BBA	INTBUS	1149	
397	13100879	Liang	Michael		BUS-BBA	BBA	FIN	1149	
398	13155534	Lopez	Glenys	F	BUS-BBA	BBA	ACCTG	1149	
399	13025169	Lopez	Karina		BUS-BBA	BBA	HUMRES	1149	
400	13008294	Maldonado	Erica		BUS-BBA	BBA	BUSLWHR	1149	
401	23096966	Martinez	Lisa		BUS-BBA	BBA	BUSLWHR	1149	
402	13118227	Mehany	Marina	M	BUS-BBA	BBA	HUMRES	1149	
403	23093127	Mendez	Andres		BUS-BBA	BBA	HUMRES	1149	
404	23119195	Mioton	Jeanine		BUS-BBA	BBA	MKT	1149	
405	13059996	Mitskaris	Rachel	Njeri	BUS-BBA	BBA	HRMKTG	1149	
406	13021967	Modi	Yve Jay		BUS-BBA	BBA	MKT	1149	
407	13155064	Muniz	Malik		BUS-BBA	BBA	MKT	1149	
408	13028441	Nichols	Bardria S.		BUS-BBA	BBA	HUMRES	1149	
409	23093154	Oyoubu	Aymard	B	BUS-BBA	BBA	FININTBUS	1149	
410	13129481	Pallares	Wendy	P	BUS-BBA	BBA	BUSLAW	1149	
411	13091173	Pang	Vivian		BUS-BBA	BBA	MKT	1149	
412	13019071	Perez	Deysbel		BUS-BBA	BBA	MKT	1149	
413	23146385	Ramnauth	Vashtie		BUS-BBA	BBA	HUMRES	1149	
414	23093095	Ranzani	Natalia	R	BUS-BBA	BBA	INTBUS	1149	
415	13131486	Reyes	Wilbert	S	BUS-BBA	BBA	BUSLAW	1149	
416	13131439	Reynoso	Stephanie		BUS-BBA	BBA	BUSLWHR	1149	
417	13049930	Rivkin	Rosena		BUS-BBA	BBA	HUMRES	1149	
418	13033515	Romano	Francisco	A	BUS-BBA	BBA	HUMRES	1149	
419	13030945	Rosario	Annie	S	BUS-BBA	BBA	FIN	1149	
420	23116925	Salcedo	Edgar		BUS-BBA	BBA	BUSLWMKT	1149	

	A	B	D	E	F	H	I	J	Y
421	13019699	Santana	Yaneudy	Carolina	BUS-BBA	BBA	MKT	1149	
422	13137046	Santos	Anilcy	E	BUS-BBA	BBA	FIN	1149	
423	13078490	Sewell	Tenniel	S	BUSX-BBA	BBA	XFIN	1149	
424	13148470	Soto	Ana		BUS-BBA	BBA	BUSECOHR	1149	
425	13100026	Triano	Carl		BUS-BBA	BBA	BUSECO	1149	
426	13018822	Valentin	Eric		BUS-BBA	BBA	FIN	1149	
427	13128233	Willis	Kadian	L	BUS-BBA	BBA	HUMRES	1149	
428	13028649	Yeboah	Edward Nar		BUS-BBA	BBA	FIN	1149	
429	13065898	Zapata	Steven	L	BUS-BBA	BBA	BUSLWMKT	1149	
430	13043768	Zelman	Rachel		BUS-BBA	BBA	FINMKTG	1149	
431	12173882	Bryant	Amy	E	ART-BFA	BFA	DRAWING	1149	
432	13130323	Dudley	Sandra		ART-BFA	BFA		1149	
433	23049217	Feliz	Juliana		DNC-BFA	BFA		1149	
434	13108914	Nicaj	Mark	P	DNC-BFA	BFA		1149	
435	12285160	Santos	Cesarini		ART-BFA	BFA	DESIGN	1149	
436	23112962	Yusti	Diana	M	ART-BFA	BFA	PHOTO	1149	
437	13103114	Aboubakar	Reyanou		NUR-BS	BS	RNS	1149	
438	13020392	Abrams	Mariela		EXS-BS	BS		1149	
439	13090652	Abubakar	Ali		ACC-BS	BS		1149	
440	13054450	Acosta	Yunirda		HSA-BS	BS	HSA55CR	1149	
441	13146950	Adames	Carolina	M	EXS-BS	BS		1149	
442	13017061	Adeyi	Nohimat	A	DFN-BS	BS	ADAAPPRV	1149	
443	13103594	Agouze	Essenam		ACC-BS	BS		1149	
444	13140912	Akly	Anderson		NUR-BS	BS	NURSE	1149	
445	13041903	Albino	Carol	O	ABC-BS	BS	TRACK 2	1149	
446	13095093	Allah	Madiyyah		HSA-BS	BS	HSA55CR	1149	
447	23118618	Almeida	Carolyn		ABC-BS	BS	TRACK 2	1149	
448	13052118	Aniagyei	Paul	A	HEP-BS	BS	COMMHEA	1149	
449	13014140	Ansah	Francis	K	EXS-BS	BS		1149	
450	23128863	Appiah-Dankwa	Gilbert		ACC-BS	BS		1149	
451	13131556	Arias	Mayleny	S	HSA-BS	BS	HSA55CR	1149	
452	13160340	Arner	Quefe		SDS-BS	BS		1149	
453	13069790	Asamoah	Mellica	N	HSA-BS	BS	HSA55CR	1149	
454	13119236	Asiedu	Enoch	K	ABC-BS	BS	TRACK 2	1149	
455	13134219	Attimy	Ronaldo		HET-BS	BS		1149	
456	13095851	Aviles	Jefferson	Edward	ACC-BS	BS		1149	
457	13107154	Awuah	Abena	A	HSA-BS	BS	HSA55CR	1149	
458	13089321	Baba-alwaiz	Shamsu	D	CIS-BS	BS		1149	
459	23253113	Bae	Min Jung		NUR-BS	BS	RNS	1149	
460	13092414	Baez	Xiomara	A	ACC-BS	BS		1149	
461	13104040	Bailey	Clester		COMSC-BS	BS		1149	
462	13153806	Bayissa	Blen	Manasbo	CIS-BS	BS		1149	

	A	B	D	E	F	H	I	J	Y
463	13012028	Begum	Nahida		HSA-BS	BS	HSA55CR	1149	
464	23092858	Belcher	Jason		NUR-BS	BS	RNS	1149	
465	13000077	Bertrand	Bilinda	S	DFN-BS	BS	FOODSRVC	1149	
466	13053100	Blecher	Lia		DFN-BS	BS	ADAAPPRV	1149	
467	13091167	Bodykova	Anya		HSA-BS	BS	HSA55CR	1149	
468	13067680	Bota	Elaine		HSA-BS	BS	HSA55CR	1149	
469	13126662	Boyce	Philip	J	ACC-BS	BS		1149	
470	23092842	Brewster	Charles		DFN-BS	BS	ADAAPPRV	1149	
471	23141825	Brown	Krystal		NUR-BS	BS	RNS	1149	
472	13132365	Bruington-bragg	Keisha	L	NUR-BS	BS	RNS	1149	
473	13052277	Cacciola	Michael		HET-BS	BS		1149	
474	13034650	Caines	Jose	M	COMSC-BS	BS		1149	
475	13069844	Campbell	Hugh		ACC-BS	BS		1149	
476	14228268	Capala	Brygida		NUR-BS	BS	RNS	1149	
477	23003828	Castro	Carmen	Elfreda	NUR-BS	BS	RNS	1149	
478	23113869	Ceballos	Mallerlyn		ACC-BS	BS		1149	
479	13085982	Charles	Brian	A	COMSC-BS	BS		1149	
480	23139573	Chen	Lixia		HSA-BS	BS	HSA55CR	1149	
481	23093059	Chin	Shuang		NUR-BS	BS	RNS	1149	
482	12181632	Cho	Hyaeyoung		NUR-BS	BS	RNS	1149	
483	12104117	Cho	Jungyun		NUR-BS	BS	RNS	1149	
484	23249003	Cho	Seoyoung		NUR-BS	BS	RNS	1149	
485	23249006	Cho	Soohee		NUR-BS	BS	RNS	1149	
486	13025374	Chodak	Thinley		NUR-BS	BS	RNS	1149	
487	13091738	Choi	Jaeyong		NUR-BS	BS	RNS	1149	
488	14192775	Chung	Eun Jung		NUR-BS	BS	RNS	1149	
489	23107940	Cintron	Damian	M	ACC-BS	BS		1149	
490	10901535	Clarke	Lovelett		NUR-BS	BS	RNS	1149	
491	13171980	Colon	Martina	S	DFN-BS	BS	FOODSRVC	1149	
492	13087812	Cordero	Maria		ACC-BS	BS		1149	
493	10839829	Cox	Attallah	A	NUR-BS	BS	RNS	1149	
494	13024347	Cruz	Desdemona	A	ACC-BS	BS		1149	
495	13016357	Cruz	James	M	ABC-BS	BS	TRACK 2	1149	
496	13070829	Cruz	Reynaldo		ACC-BS	BS		1149	
497	13037555	Cruz	Yobrauly	F	CIS-BS	BS		1149	
498	23005676	Czuj	Marcin		NUR-BS	BS	RNS	1149	
499	23117893	Dalton	Elizabeth		DFN-BS	BS	ADAAPPRV	1149	
500	13105178	Das	Himel		ABC-BS	BS	TRACK 2	1149	
501	13013539	David	Keneca		HSA-BS	BS	HSA55CR	1149	
502	13070511	De Aza	Maricruz		DFN-BS	BS	FOODSRVC	1149	
503	13066269	De Leon	Crystal		THR-BS	BS		1149	
504	11021011	De Los Angeles	Gustavo	A	CIS-BS	BS		1149	

	A	B	D	E	F	H	I	J	Y
505	23042264	Del Valle	Monique		HSA-BS	BS	HSA55CR	1149	
506	13122888	Delarosa	Kirsis	O	NUR-BS	BS	RNS	1149	
507	12226891	Denton	Dannett	N	THR-BS	BS		1149	
508	13162253	Dia	Oumou		ACC-BS	BS		1149	
509	13140552	Diallo	Mamadou	K	ACC-BS	BS		1149	
510	13133004	Diallo	Mariama		ACC-BS	BS		1149	
511	13063024	Diaz	Jeffrey	A	COMSC-BS	BS		1149	
512	23097309	Diaz	Stephanie		ACC-BS	BS		1149	
513	12094109	Dietl	Christine		NUR-BS	BS	RNS	1149	
514	23074583	Dobens	Brian		EXS-BS	BS		1149	
515	14130761	Dolma	Chonyi		NUR-BS	BS	RNS	1149	
516	13055216	Doty	Zsuzsanna		NUR-BS	BS	RNS	1149	
517	13110858	Ekezie	Augustina	N	HSA-BS	BS	HSA55CR	1149	
518	13139788	Fernandez	Fernando		HEP-BS	BS	COMMHEA	1149	
519	13070449	Garcia	Angerlyn		ACC-BS	BS		1149	
520	13104335	Garcia	Josefina		ACC-BS	BS		1149	
521	13106130	Gatlin	Tiquana	D	THR-BS	BS		1149	
522	13102036	Gerald-koram	Lesley		NUR-BS	BS	NURSE	1149	
523	23228007	Gerteisen	John	M	MUS-BS	BS		1149	
524	13041536	Gladden	Krystle		ACC-BS	BS		1149	
525	13076674	Gliff	Albert		ACC-BS	BS		1149	
526	23002041	Goodlitt	Rochelle		NUR-BS	BS	RNS	1149	
527	13168857	Gordon	Deandra	S	NUR-BS	BS	RNS	1149	
528	23128694	Gorritz	Samantha	J	ACC-BS	BS		1149	
529	23032242	Guerrier Nicofai	Claudiyane	.C	HSA-BS	BS	HSA55CR	1149	
530	23108124	Guo	Peipei		ACC-BS	BS		1149	
531	13166578	Gutierrez	Amalfi	Y	HSA-BS	BS	HSA55CR	1149	
532	23143519	Hammond	Odene	N	NUR-BS	BS	RNS	1149	
533	23038264	Hasan	Mohammed	R	COMSC-BS	BS		1149	
534	13044560	Heras	Nelson	S	ACC-BS	BS		1149	
535	13053224	Hernandez	Rosa	I	ACC-BS	BS		1149	
536	10895350	Ho	Joanna	C.	THR-BS	BS		1149	
537	12121295	Houng	Matthew	J	NUR-BS	BS	RNS	1149	
538	13068469	Howard	Julie		NUR-BS	BS	RNS	1149	
539	14185645	Huang	Ping	S	NUR-BS	BS	RNS	1149	
540	13070803	Hwang	Hye-sook		NUR-BS	BS	RNS	1149	
541	14168329	Islam	Santa		NUR-BS	BS	RNS	1149	
542	13004611	Jalloh	Mariama	J	HSA-BS	BS	HSA55CR	1149	
543	13050033	James	Marcia		THR-BS	BS		1149	
544	23249535	Jang	Mi Ju		NUR-BS	BS	RNS	1149	
545	12127153	Jimenez	Jhoanna	A	NUR-BS	BS	RNS	1149	
546	13164074	Jimenez	Yahosca	I	ACC-BS	BS		1149	

	A	B	D	E	F	H	I	J	Y
547	23249009	Jo	Hyunsun		NUR-BS	BS	RNS	1149	
548	10956945	John	Coreen		HSA-BS	BS	HSA55CR	1149	
549	12197183	Joseph	Sandy		REC-BS	BS	RECADMIN	1149	
550	23128839	Kaitharath	Shenil		HSA-BS	BS	HSA55CR	1149	
551	13065340	Kenny	Margarita		NUR-BS	BS	RNS	1149	
552	14012713	Kim	Minjeong		NUR-BS	BS	RNS	1149	
553	13039487	Kim	Ngoc		COMSC-BS	BS		1149	
554	23249534	Kim	Yu Mi		NUR-BS	BS	RNS	1149	
555	23129979	Kinard	Shaday		DFN-BS	BS	ADAAPPRV	1149	
556	13077352	Klavina	Gunita		DFN-BS	BS	ADAAPPRV	1149	
557	13005134	Konuwa	Evelyn	G	DFN-BS	BS	ADAAPPRV	1149	
558	23097409	Kouadio	Adelaide		ACC-BS	BS		1149	
559	13014960	Kovalenko	Anna	P	NUR-BS	BS	NURSE	1149	
560	23146935	Kunhart	Tiffany	A	DFN-BS	BS	ADAAPPRV	1149	
561	13154512	Kyeremeh	Christina		ABC-BS	BS	TRACK 2	1149	
562	23129222	Lacen	Jonathan		ACC-BS	BS		1149	
563	10845301	Lavezzari	Tanya	G	CGI-BS	BS		1149	
564	23249014	Lee	Eun Ji		NUR-BS	BS	RNS	1149	
565	12006516	Lee	Jia		NUR-BS	BS	RNS	1149	
566	23116907	Legerme	Anne	R	NUR-BS	BS	RNS	1149	
567	13143338	Lindsay	Nadeen	A	NUR-BS	BS	RNS	1149	
568	23175278	Lipina	Krystsina	A	NUR-BS	BS	RNS	1149	
569	13161052	Liriano	Yinette		DFN-BS	BS	FOODSRVC	1149	
570	13078679	Lopez	Stephanie		EXS-BS	BS		1149	
571	13010313	Love-Billy	Danique		DFN-BS	BS	ADAAPPRV	1149	
572	13092711	Maldonado	Pablo		DFN-BS	BS	ADAAPPRV	1149	
573	13134243	Manzano	Sarah		MUS-BS	BS		1149	
574	13033091	Marte	Esteban		COMSC-BS	BS		1149	
575	13013906	Marte	Yanissa	E	DFN-BS	BS	ADAAPPRV	1149	
576	23175245	Martin	Ryan		DFN-BS	BS	ADAAPPRV	1149	
577	23008945	Martinez	Abraham		CGI-BS	BS		1149	
578	13078380	Martinez	Lizette		DFN-BS	BS	ADAAPPRV	1149	
579	13101727	Martinez	Melisa	A	DFN-BS	BS		1149	
580	11017210	Martinez	Yinet		ACC-BS	BS		1149	
581	13012652	Matos	Cristian		ACC-BS	BS		1149	
582	12265768	Mcdonald	Orienthia	O	ACC-BS	BS		1149	
583	15083601	Mcintosh	Loretta		NUR-BS	BS	RNS	1149	
584	23121446	Mella	Hector	J	ACC-BS	BS		1149	
585	12025757	Montero	Daniela	K	NUR-BS	BS	RNS	1149	
586	13038157	Montero	Davis		CIS-BS	BS		1149	
587	13032475	Mordelle	Charna	T	NUR-BS	BS	RNS	1149	
588	13047126	Morillo	Joel	A	CIS-BS	BS		1149	

	A	B	D	E	F	H	I	J	Y
589	13133339	Morris	Louise	V	HSA-BS	BS	HSA55CR	1149	
590	13037150	Mushkatinsky	Dmitry		COMSC-BS	BS		1149	
591	13073824	Nathan	Kadija		HSA-BS	BS	HSA55CR	1149	
592	13024029	Nelson	Denisha		ACC-BS	BS		1149	
593	23173259	Nieves	Juan		NUR-BS	BS	NURSE	1149	
594	15071409	Nishimoto	Kasumi		NUR-BS	BS	RNS	1149	
595	13067981	Njoku	Maritha	U	HEP-BS	BS	COMMHEAN	1149	
596	13091141	Nosakhare	Ethel	O	DFN-BS	BS	ADAAPPRV	1149	
597	13137261	Nunez	Gricelys		DFN-BS	BS	ADAAPPRV	1149	
598	23093251	Nwagwu	Nnadozie	F	ACC-BS	BS		1149	
599	13164961	Nzamba Nzamk	Tanguy	Davy	ABC-BS	BS	TRACK 2	1149	
600	14212345	Ojo	Victoria	O	NUR-BS	BS	RNS	1149	
601	13145591	Okipi	Gary	E	CHE-BS	BS	BIOCHE	1149	
602	13082979	Omar-Miller	Hindia		HSA-BS	BS	HSA55CR	1149	
603	23135139	Onwuegbuchula	Ozurumba	N	CIS-BS	BS		1149	
604	13080871	Ovalles	Stephanie		CIS-BS	BS		1149	
605	13016039	Owusu	Abena	A	DFN-BS	BS	ADAAPPRV	1149	
606	13160789	Owusu	Frank		ABC-BS	BS	TRACK 2	1149	
607	13089746	Paltan	Lida	M	HSA-BS	BS	HSA55CR	1149	
608	13162844	Pandohie	Cameo-Lee		HSA-BS	BS	HSA55CR	1149	
609	14220492	Park	Mi Ja		NUR-BS	BS	RNS	1149	
610	23249101	Park	Sunhye		NUR-BS	BS	RNS	1149	
611	13096366	Paul	Abigail	A	COMSC-BS	BS		1149	
612	13125451	Payano	Yonatan		ACC-BS	BS		1149	
613	13062634	Pennant	Achebe	D	CHE-BS	BS		1149	
614	13048552	Penny	Geoffrey	S	COMSC-BS	BS		1149	
615	13017526	Perez	Chai	M	DFN-BS	BS	ADAAPPRV	1149	
616	13026289	Perez	Christina	L	NUR-BS	BS	RNS	1149	
617	14067610	Perez	Eduardo		NUR-BS	BS	RNS	1149	
618	10856482	Pimentel	Hosiery		ACC-BS	BS		1149	
619	23175256	Pimentel	Joshua	S	CIS-BS	BS		1149	
620	14146772	Poon	Yancong		EXS-BS	BS		1149	
621	23213634	Poulose	Lipin		ACC-BS	BS		1149	
622	13095606	Quirit	Clarisse	C	THR-BS	BS		1149	
623	13035682	Quirola-Salvado	Eva		HSA-BS	BS	HSA55CR	1149	
624	12037558	Rahman	Shireen		NUR-BS	BS	RNS	1149	
625	13069226	Ramos	Jennyffer		ACC-BS	BS		1149	
626	23096905	Ramsubhag-Ca	Carol		ABC-BS	BS	TRACK 1	1149	
627	23096905	Ramsubhag-Ca	Carol		NUR-BS	BS	RNS	1149	
628	23112838	Reed	Erica		NUR-BS	BS	RNS	1149	
629	13011899	Rivera	Arlene	D	THR-BS	BS		1149	
630	23109805	Rivera	Sandra	M	CIS-BS	BS		1149	

	A	B	D	E	F	H	I	J	Y
631	12190363	Rodriguez	Henry		MUS-BS	BS		1149	
632	13121681	Rosado	Jorge		NUR-BS	BS	RNS	1149	
633	14098381	Sacatropez	Maria Melar	M	NUR-BS	BS	RNS	1149	
634	13015245	Salcedo	Víctor	E	ACC-BS	BS		1149	
635	13076428	Sanchez	Angel	M	EXS-BS	BS		1149	
636	13132082	Santos	Evelin	M	HSA-BS	BS	HSA55CR	1149	
637	13078923	Schamisso	Cecilia		NUR-BS	BS	NURSE	1149	
638	23135272	Sharhan	Wetheh	N	COMSC-BS	BS		1149	
639	14036552	Sherpa	Ang Lhaki		HSA-BS	BS	HSA55CR	1149	
640	13070685	Shi	Olivia		HSA-BS	BS	HSA55CR	1149	
641	23113075	Smalls	Dana		HSA-BS	BS	HSA55CR	1149	
642	23085797	Smith	Dana		COMSC-BS	BS		1149	
643	13138262	Smith	Ronald	B	MUS-BS	BS		1149	
644	13136653	Snowden	Kevin	M	ACC-BS	BS		1149	
645	13121398	Solivan	Victoria	A	THR-BS	BS		1149	
646	13012636	Solomon	Nordia	M	HSA-BS	BS		1149	
647	13035327	Steigerwald	Maria	T	ACC-BS	BS		1149	
648	13128506	Stradone	Michael	A	HSA-BS	BS	HSA55CR	1149	
649	13090255	Suazo	Yosmery	E	ACC-BS	BS		1149	
650	13001158	Sun	Melissa	W	NUR-BS	BS	RNS	1149	
651	13015819	Tang	Qingxiu		ACC-BS	BS		1149	
652	10940776	Tapsoba	Issouf		ACC-BS	BS		1149	
653	12158505	Tariuwa	Richard		CHE-BS	BS	BIOCHE	1149	
654	13148776	Taveras	Nelkis	A	DFN-BS	BS	ADAAPPRV	1149	
655	23112927	Teelucksingh	Fareeda		NUR-BS	BS	RNS	1149	
656	13163301	Thames	Kimberly	C	DFN-BS	BS	ADAAPPRV	1149	
657	13151126	Thomas	Racquel	A	HSA-BS	BS	HSA55CR	1149	
658	13121316	Toutabizi	Akpeni		HSA-BS	BS	HSA55CR	1149	
659	13154425	Tran	Lam	T	ACC-BS	BS		1149	
660	10913661	Uche	Victoria	I	NUR-BS	BS	NURSE	1149	
661	12140364	Ugbala	Chika	S	NUR-BS	BS	RNS	1149	
662	23163012	Usman	Umar		ACC-BS	BS		1149	
663	13052900	Utti	Azuka		EXS-BS	BS		1149	
664	12241136	Valdez	Lorna	B	NUR-BS	BS	RNS	1149	
665	23007741	Vasas	Christopher	James	THR-BS	BS		1149	
666	13004534	Vasquez	Andy		CGI-BS	BS		1149	
667	13085024	Vasquez	Yemilet	Y	THR-BS	BS		1149	
668	13074082	Vega	Margaret		HSA-BS	BS	HSA55CR	1149	
669	23108013	Villanueva	Hazelaine		DFN-BS	BS	FOODSRVC	1149	
670	13134553	Villela	Anthony		ACC-BS	BS		1149	
671	13105881	Vrettos	Kristina		ACC-BS	BS		1149	
672	14055320	Wangyal	Tenzin		NUR-BS	BS	RNS	1149	

	A	B	D	E	F	H	I	J	Y
673	13064783	Williams	Eutris		NUR-BS	BS	RNS	1149	
674	13095923	Williams	Joseph	M	DFN-BS	BS	ADAAPPRV	1149	
675	13046608	Williams	Kamesha	D	CHE-BS	BS	CH77	1149	
676	13109140	Williams	Kerry-Ann		DFN-BS	BS	ADAAPPRV	1149	
677	13161185	Williams	Kevin	M	NUR-BS	BS	RNS	1149	
678	13126329	Wolde	Eyerusalem	C	THR-BS	BS		1149	
679	13030542	Woolford	Nicole	T	HSA-BS	BS	HSA55CR	1149	
680	12142750	Xu	Ying		NUR-BS	BS	RNS	1149	
681	13067239	Yagudayeva	Anzhella		NUR-BS	BS	RNS	1149	
682	23249482	Yoon	Jiyoon		NUR-BS	BS	RNS	1149	
683	13012533	Zapata	Pedro	E	ACC-BS	BS		1149	
684	13005771	Caban	William Jr		GIS-CERT	CERT		1149	

Senate Meeting – December 10, 2014
Graduate Studies Report

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

Department of Speech-Language-Hearing Sciences

- Title/description changes: SPE 703 and SPE 530
- Change in degree requirements: MA program

Department of Counseling, Leadership, Literacy and Special Education

- Course description/title: EDL 710; EDL 711; EDL 720; and EDL 721
- Course hours/prerequisites: EDR 731 and EDR 733
- Course title/description/prerequisites: EDG 705 and EDG 709

Department of Health Sciences

- DFN 530– new course
- Change in degree requirements: MS program in nutrition

Department of Economics and Business

- Addition of distance education format for MS program in business (fully online format)

Department of Early Childhood and Childhood Education

- Change in degree requirements: addition of sequences to MEd program (including a minor to master's program)
- Change in graduate bulletin description

Does anyone have any questions and/or comments?

All those in favor of approving these proposals, please say I. Anyone opposed. Any abstentions?

Our next meeting will be on **February 11, 2015 at 11 a.m. in Carman B33A.**

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

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

CURRICULUM CHANGE

1. **Type of Change:** *course description; course title*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 710
Course Title	The Leadership Experience I
Description	First of two required supervised internships in Educational Leadership. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Weekly seminars devoted to reflection on internship experiences through discussion, role playing, and journaling. Includes mandatory two-hour sessions on both child abuse prevention and violence prevention.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 21 credits in Educational Leadership and permission of the Program Coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 710
Course Title	The Leadership Experience I – <u>Building Level</u>
Description	First of two required supervised internships <u>for School Building Leader certification</u> . Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. <u>Includes</u> seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 21 credits in Educational Leadership and permission of the Program Coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Some of the seminars take place in online formats, so removing “weekly” from the course description is more accurate. Also, listing the specific certificate (School Building Leader) for the internship requirement is clearer for candidates. The correct wording was added to the course title to amend the error in the graduate bulletin. Lastly, the child abuse prevention and violence prevention seminars must be fulfilled by candidates before they are admitted to the program and are not offered during EDL 710. There is no impact on the learning outcomes of the department or program.

5. **Date of departmental approval:** October 15, 2014

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

CURRICULUM CHANGE

1. **Type of Change:** *course description; course title*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 711
Course Title	The Leadership Experience II
Description	Second of two required supervised internships in Educational Leadership . Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Weekly seminars devoted to reflection on internship experiences through discussion, role playing, and journaling. Submission of the culminating electronic program portfolio at the end of this course.
Pre/ Co Requisites	PREREQ: EDL 710 and permission of the Program Coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 711
Course Title	The Leadership Experience II – <u>Building Level</u>
Description	Second of two required supervised internships <u>for School Building Leader certification</u> . Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. <u>Includes seminars</u> devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	PREREQ: EDL 710 and permission of the Program Coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Some of the seminars take place in online formats, so removing “weekly” from the course description is more accurate. Also, listing the specific certificate (School Building Leader) for the internship requirement is clearer for candidates. The correct wording was added to the course title to amend the error in the graduate bulletin. Lastly, the required electronic portfolio is submitted in a different EDL course, not EDL 711. There is no impact on the learning outcomes of the department or program.

5. **Date of departmental approval:** October 15, 2014

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

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

CURRICULUM CHANGE

1. **Type of Change:** *course description; course title*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 720
Course Title	The Leadership Experience
Description	This is a required supervised internship for all students pursuing the Advanced Certificate leading to School District Leader certification. Interns are required to complete 400 hours of district- or region-based leadership experiences at approved internship sites. Weekly-seminars devoted to reflection on internship experiences through discussion, role playing, and journaling. Submission of the culminating electronic program portfolio at the end of this course. Includes mandatory two-hour sessions on both child abuse prevention and violence prevention.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 21 credits in educational leadership and permission of the Program Coordinator.
Credits	6
Hours	25 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 720
Course Title	The Leadership Experience - <u>District/Region Level</u>
Description	This is a required supervised internship for all students pursuing the Advanced Certificate leading to School District Leader certification. Interns are required to complete 400 hours of district- or region-based leadership experiences at approved internship sites. <u>Includes</u> seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	PREREQ: Satisfactory completion of 21 credits in educational leadership and permission of the Program Coordinator.
Credits	6
Hours	25 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

Some of the seminars take place in online formats, so removing “weekly” from the course description is more accurate. Also, the required electronic portfolio is not submitted in this course. The correct wording was added to the course title to amend the error in the graduate bulletin. Lastly, the child abuse prevention and violence prevention seminars must be fulfilled by candidates before they are admitted to the program and are not offered during EDL 720. There is no impact on the learning outcomes of the department or program.

5. **Date of departmental approval:** October 15, 2014

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

CURRICULUM CHANGE

1. **Type of Change:** *course description*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 721
Course Title	The Leadership Experience-District/Extension
Description	This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Weekly seminars devoted to reflection on internship experiences through discussion, role playing, and journaling. Submission of the culminating electronic program portfolio at the end of this course. Includes mandatory two-hour sessions on both child abuse prevention and violence prevention.
Pre/ Co Requisites	PREREQ: Permission of program coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

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

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Educational Leadership
Course Prefix & Number	EDL 721
Course Title	The Leadership Experience-District/Extension
Description	This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. <u>Includes</u> seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Pre/ Co Requisites	PREREQ: Permission of program coordinator.
Credits	3
Hours	12 field, 1 lecture
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

Some of the seminars take place in online formats, so removing “weekly” from the course description is more accurate. Also, the required electronic portfolio is not submitted in this course. Lastly, the child abuse prevention and violence prevention seminars must be fulfilled by candidates before they are admitted to the program and are not offered during EDL 721. There is no impact on the learning outcomes of the department or program.

5. Date of departmental approval: October 15, 2014

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

CURRICULUM CHANGE

1. **Type of Change:** *change of hours; prerequisite*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy
Course Prefix & Number	EDR 731
Course Title	Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education.
Description	<i>(summer session only)</i> Assessment and evaluation of literacy development in early childhood and childhood education. Planning and implementing programs for children of varying developmental abilities and from diverse linguistic and cultural backgrounds. Case studies done under supervision.
Pre/ Co Requisites	PREREQ: EDR 721 or EDR 722 (with a grade of B or better) and/or permission of the coordinator.
Credits	6
Hours	6
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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3. **To:** Underline the changes

Department(s)	
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy
Course Prefix & Number	EDR 731
Course Title	Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education.
Description	<i>(summer session only)</i> Assessment and evaluation of literacy development in early childhood and childhood education. Planning and implementing programs for children of varying developmental abilities and from diverse linguistic and cultural backgrounds (<u>90 practicum hours required</u>). Case studies under supervision.
Pre/ Co Requisites	PREREQ: EDR 722 (grade of B or better) and/or permission of the coordinator.
Credits	6
Hours	6
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The addition of the required 90 hours of practicum experiences complies with the NYSED requirement. We removed EDR 721, which focused on certification for Birth-grade 2, as the prerequisite. EDR 722 is part of the prerequisite, and it now covers certification age of early and elementary school: Birth -6.

5. **Date of departmental approval:** October 15, 2014

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

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

CURRICULUM CHANGE

1. **Type of Change:** *change of hours*

2. **From:**

Department(s)	Counseling, Leadership, Literacy and Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy
Course Prefix & Number	EDR 733
Course Title	Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education.
Description	(summer session only). Assessment and evaluation of literacy development in middle childhood and adolescent education. Planning and implementing programs for students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Case studies under supervision.
Pre/ Co Requisites	PREREQ: EDR 723 (grade of B or better) and/or permission of the coordinator.
Credits	6
Hours	45
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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3. **To:** Underline the changes

Department(s)	
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Literacy
Course Prefix & Number	EDR 733
Course Title	Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education
Description	(summer session only). Assessment and evaluation of literacy development in middle childhood and adolescent education. Planning and implementing programs for students of varying developmental abilities and from diverse linguistic and cultural backgrounds. <u>(90 practicum hours required)</u> . Case studies under supervision.
Pre/ Co Requisites	PREREQ: EDR 723 (grade of B or better) and/or permission of the coordinator.
Credits	6
Hours	<u>6</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

There was a typo in the number of hours of the practicum. The addition of the required 90 hours of practicum experiences complies with the NYSED requirement.

5. **Date of departmental approval:** October 15, 2014

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

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

CURRICULUM CHANGE

1. **Type of Change:** *course description; prerequisite*

2. **From:**

Department(s)	Counseling, Leadership, Literacy, & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 705
Course Title	Group Counseling
Description	Examination of group counseling, consultation, and collaboration theory and practice with children, adolescents, families, and school personnel in urban school and community settings. Major themes include group dynamics, group process, leadership styles, and group stages. A 10-hour pre-practicum experience in a K-12 school setting is required:
Pre/ Co Requisites	Matriculation in a graduate education program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Counseling, Leadership, Literacy, & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 705
Course Title	Group Counseling
Description	Examination of group counseling <u>theories</u> and <u>experiential understanding of group practice</u> with children, adolescents, families, and school personnel in urban school and community settings. Major themes include group dynamics, group process, leadership styles, group stages, <u>group counseling methods</u> and <u>direct experience</u> . <u>10 hours of fieldwork</u> is required.
Pre/ Co Requisites	PREREQ: Matriculation in a graduate <u>counselor</u> education program and <u>permission of program advisor</u> .
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The description reflects the course content and better aligns with national CACREP standards, and the inclusion of required fieldwork addresses the learning outcomes met in the pre-practicum and will allow for increased learning and practice opportunities. Also, the changes in the wording for the prerequisites are more accurate now.

5. **Date of departmental approval: October 15, 2014**

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

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

CURRICULUM CHANGE

1. **Type of Change:** *course title; description; prerequisite*

2. **From:**

Department(s)	Counseling, Leadership, Literacy, & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 709
Course Title	Leadership, Advocacy, Consultation and Change in Schools
Description	Examination of theories of leadership, advocacy, and consultation for change in urban school counseling contexts; assessment of schools and comprehensive developmental K-12 school counseling programs, using educational leadership theory, systems theory, and collaborative approaches to ensure equity and educational success for all students.
Pre/ Co Requisites	PREREQ: Matriculation in a graduate education program.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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3. To:

Department(s)	Counseling, Leadership, Literacy, & Special Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Counselor Education
Course Prefix & Number	EDG 709
Course Title	Leadership, Advocacy, <u>Collaboration and Consultation</u> in Schools
Description	<u>Understanding of theories and models of leadership, advocacy, collaboration and consultation for change in urban school counseling contexts; design and evaluation of comprehensive school counseling programs; understanding of strategies and skills development to work with school-family-community partnerships to ensure equity and advocate for the use of community resources; consultation with teachers, staff, and community-based organizations to promote student academic, career, college, and social-emotional development. Fieldwork in a K-12 setting required.</u>
Pre/ Co Requisites	PREREQS: Matriculation in a graduate <u>counselor</u> education program and <u>permission of program advisor.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

These changes are being made to align with national CACREP standards and the inclusion of required fieldwork in schools will address the learning outcome standards for students to participate and lead collaborative and consultative activities in a K-12 setting. Also, the changes in wording for the prerequisites are more accurate now.

5. **Date of departmental approval: October 15, 2014**

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

Hegis Number: 0802.00; 0823.00

Program Code: 2500; 25797; 25780; 25776

Effective Term: Fall 2015

1. **Type of Change:** *Change in Description of Early Childhood and Childhood Education*

2. **From:**

Chair: Abigail S. McNamee (Carman Hall, Room CB 07)

Coordinator, Early Childhood Education: Cecilia Espinosa (Carman Hall, Room B-15)

Coordinators, Childhood Education: Jeanne Peloso (Carman Hall, Room B-51)

Department Faculty and Staff: Professors: Abigail McNamee, Anne Rothstein; Associate Professors: Nancy Dubetz, Cecilia Espinosa, Christy Folsom, Nancy Maldonado, Maria Victoria Rodriguez, Alexandria Lawrence Ross, Marietta Saravia-Shore, Andrea Zakin; Assistant Professors: Carol Gross, Janet Pickard Kremenitzer, Anne Marie Marshall, Jeanne Peloso, Frances Rofrano; Undergraduate Program Coordinators: Nancy Dubetz and Frances Rofrano (Carman Hall, B-45 and B-47)

The Department offers ~~two~~ programs in Early Childhood Education and ~~two~~ programs in Childhood Education. ~~A 36-42-credit program leads to an M.S.Ed. degree in Early Childhood Education (Birth-Grade 2) and a 42-48-credit program leads to an M.S.Ed. degree in Early Childhood Education: Integration of Bilingual Extension (Birth-Grade 2). Both lead to initial and professional certification in New York State and are designed for candidates who have received no previous certification in early childhood but may have certification in a related area, in keeping with the State's emphasis on dual certification. The Early Childhood programs serve students who (a) have qualified for initial certification in a related area of teacher education as undergraduates and are interested in dual certification with early childhood education at the professional level (advanced degree), or (b) have 12 or fewer undergraduate credits in teacher education and are interested in initial and professional certification in early childhood education.~~

~~A 36-42-credit program leads to an M.S.Ed. Degree in Childhood Education (Grades 1-6). A 39-48-credit program leads to an M.S.Ed. in Childhood Education with Bilingual Extension (Grades 1-6). Both prepare teachers to work in integrated, inclusive,~~

~~bilingual/multicultural settings. They offer initial and professional certification in New York State upon (a) completion of required coursework, (b) submission of passing scores on the certification examinations, and (c) successful completion of a supervised teaching internship in grades 1-6.~~

The work of the Department is guided by a conceptual framework referred to as LUTE (Lehman Urban Teacher Education), which expresses the Department's commitment to developing competent, caring, and qualified educators for the nation's urban schools. Lehman gives teachers a focus on philosophy, trends, curriculum, methods, materials, and research in the field. The bilingual extension option adds the possibility of initial certification with an emphasis on the bilingual/bicultural child.

Courses of study in ~~both programs~~ provide an educational model based on child development and child study principles, New York State Education Department standards and core curriculum, and National Council for the Accreditation of Teacher Education (NCATE) standards as described by the National Association for the Education of Young Children (NAEYC).

3. To:

Chair: Abigail S. McNamee (Carman Hall, Room CB 07)

Coordinator, Early Childhood Education: Cecilia Espinosa (Carman Hall, Room B-7)

Coordinators, Childhood Education: Jeanne Peloso (Carman Hall, Room B-51)

Department Faculty and Staff: Professors: Nancy Maldonado, Abigail McNamee, Anne Rothstein; Associate Professors: Nancy Dubetz, Cecilia Espinosa, Christy Folsom, Maria Victoria Rodriguez, Alexandria Lawrence Ross, Marietta Saravia-Shore, Andrea Zakin; Assistant Professors: Jennifer Collett, Janet Pickard Kremenitzer, Anne Marie Marshall, Jeanne Peloso, Frances Rofrano; Lecturer: Carol Gross; Undergraduate Program Coordinators: Nancy Dubetz and Frances Rofrano (Carman Hall, B-45 and B-47)

The Department offers programs in Early Childhood Education and Childhood Education. The Early Childhood and Childhood M.S.Ed. programs serve students who (a) have qualified for initial certification in a related area of teacher education as undergraduates and are interested in dual certification with early childhood education or childhood education at the professional level (advanced degree), or (b) have 12 or fewer undergraduate credits in teacher education and are interested in initial and professional certification in early childhood education or childhood education, or (c) undergraduate Lehman College students accepted into the Minor to Masters Sequence in early childhood or childhood education.

Applicants for this degree include:

Curriculum: Sequence 1 (36-39 credits): M.S.Ed. in Early Childhood or Childhood Education for students who already possess New York State certification

Curriculum: Sequence 2 (39-42 credits): M.S.Ed. in Early Childhood or Childhood Education leading to Bilingual Extension for students who already possess New York State certification

Curriculum: Sequence 3 (42 credits): M.S.Ed. in Early Childhood or Childhood

Education leading to initial New York State Certification in Early Childhood or Childhood Education (grades 1-6)

Curriculum: Sequence 4 (42-48 credits): M.S.Ed. in Early Childhood or Childhood Education leading to initial New York State Certification in Early Childhood or Childhood Education (grades 1-6) and Bilingual Extension

Curriculum: Sequence 5 (30 credits): M.S.Ed. in Early Childhood or Childhood Education leading to initial New York State Certification in Early Childhood or Childhood Education (grades 1-6) for Minor to Masters Lehman College students.

Curriculum: Sequence 6 (30 credits): M.S.Ed. in Early Childhood or Childhood Education leading to initial New York State Certification in Early Childhood or Childhood Education (grades 1-6) and Bilingual Extension for Minor to Masters Lehman College students.

The work of the Department is guided by a conceptual framework referred to as LUTE (Lehman Urban Transformative Education), which expresses the Department's commitment to developing competent, caring, and qualified educators for the nation's urban schools. Lehman gives teachers a focus on philosophy, trends, curriculum, methods, materials, and research in the field. The bilingual extension option adds the possibility of initial certification with an emphasis on the bilingual/bicultural child.

Courses of study in Early Childhood Education and Childhood Education provide an educational model based on child development and child study principles, New York State Education Department standards and core curriculum, and Council for Accreditation of Educator Preparation (CAEP) standards as described by the National Association for the Education of Young Children (NAEYC) and Association for Childhood Education International (ACEI).

4. Rationale:

1. The Early Childhood and Childhood Education Department is moving to establish Curriculum Sequences to delineate between different tracks in the M.S.Ed programs. The movement to CUNYFirst and electronic graduation audits necessitates to clearly delineate the different subplans of the M.S.Ed. degrees offered in Early Childhood and Childhood Education. The Department is proposing six Curriculum Sequences. Of the six Curriculum Sequences, only Curriculum Sequence 5 and Curriculum Sequence 6 are new to the Department. Curriculum Sequences 1-4 exist currently but were not delineated in a clear manner.
2. The new Minor to Masters Program in both Early Childhood and Childhood Education offers Lehman College undergraduate students a more economical structure to obtain certification in Early Childhood Education (Birth – grade 2) or Childhood Education (Grades 1-6) with a M.S.Ed. Additionally, both groups of students will complete 12 credits towards the 18-credit Advanced Certificate in Special Education. The total monetary savings for Monolingual Students with certification + M.S.Ed. + Advanced Certificate in Special Education is **\$10,935**.

Total savings for students with certification + bilingual extension + M.S.Ed. + Advanced Certificate in Special Education is **\$13,365**.

3. The proposed Minor to Masters Program includes 12 credits towards an 18 credit Advanced Certificate in Special Education. The additional 6 credits of the advanced certificate may be completed after the M.S.Ed. is completed.
 4. The Minor to Masters Program is one semester and one summer shorter than the traditional M.S.Ed.
 5. The Minor to Masters Program requires monolingual students take 6 credits in bilingual education. New York State will soon be requiring this of all certified teachers.
ECE 435: Issues in Bilingualism
ECE 427: Methodology of Teaching English to Speakers of Other Languages
 6. The Minor to Masters Childhood Program requires all students take an extra 3 credits of a Math Methods course.
EDE 740: Studies in the Teaching of Elementary Mathematics
 7. The Minor to Masters Program will require 54 credits towards certification, an increase of 12 credits required for certification as compared to our traditional M.S.Ed. programs. This allows undergraduate students a longer amount of time to prepare for, take and pass the new ALST and CST certification exams.
 8. The Minor to Masters Programs requires all students complete additional coursework to help students prepare for the EAS exam and work with children with special needs and English language learners:
ECE 435 and ECE 427: English Language Learners
EDS741, 743, 709: Children with Special Needs
 9. Faculty changes are based on the addition of a new assistant professor and the change in position of one faculty member from assistant professor to lecturer.
 10. The Conceptual Framework for the School of Education was revisited, and a decision was made to exchange the word Teacher to Transformative. This is in keeping with the vision that the School of Education sees transformation as a key component found in all of its departments. Removing the T also is better in keeping with the fact that not all departments provide degrees in education such as the CLLSE Department that trains school guidance counselors.
 11. The National Council for the Accreditation of Teacher Education (NCATE) is being replaced, as the accrediting body for teacher education, with a new governing body, the Council for Accreditation of Educator Preparation (CAEP).
5. **Date of departmental approval: 11/3/2014**

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

Hegis Number: 0823.00

Program Code: 25780; 25776

Effective Term: Fall 2015

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

2. **From:**
Early Childhood Education Degree Requirements

To qualify for the M.S.Ed. degree in Early Childhood Education (Birth-Grade 2), students must fulfill the following requirements:

- (1) Submit scores on the edTPA, Educating ALL Students Test (EAS), Academic Literacy Skills Test (ALST), and Revised Content Specialty Tests (CST).
- (2) Complete 39-42 credits of prescribed coursework.
- (3) Submit professional portfolio.
- (4) Complete and submit a satisfactory culminating project.
- (5) Apply for initial or professional certification.

To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth – Grade 2), students must fulfill the following requirements:

- (1) Submit scores on the EdTPA, Educating ALL Students Test (EAS), Academic Literacy Skills Test (ALST) and Revised Content Specialty Tests (CST)
- (2) 45-48 credits of prescribed course work.
- (3) Submit professional portfolio.
- (4) Complete and submit a satisfactory culminating project.

(5) Apply for initial or professional certification by completing the requirements for a Bilingual Extension: EDC 738, EDC 739, EDC 727, and *SPE 703 or EBS 701

(6) Pass Bilingual Education Assessment (BEA).

**3. To:
Early Childhood Education Degree Requirements**

To qualify for the M.S.Ed. degree in Early Childhood Education (Birth-Grade 2), students must fulfill the following requirements:

(1) Submit scores on the edTPA, Educating ALL Students Test (EAS), Academic Literacy Skills Test (ALST), and Revised Content Specialty Tests (CST).

(2) Complete 39-42 credits of prescribed coursework.

(3) Submit professional portfolio.

(4) Complete and submit a satisfactory culminating project.

(5) Apply for initial or professional certification.

To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth – Grade 2), students must fulfill the following requirements:

(1) Submit scores on the EdTPA, Educating ALL Students Test (EAS), Academic Literacy Skills Test (ALST) and Revised Content Specialty Tests (CST)

(2) 45-48 credits of prescribed course work.

(3) Submit professional portfolio.

(4) Complete and submit a satisfactory culminating project.

(5) Apply for initial or professional certification by completing the requirements for a Bilingual Extension: EDC 738, EDC 739, EDC 727, and *SPE 703 or EBS 701

(6) Pass Bilingual Education Assessment (BEA).

Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program. All students will complete the curriculum corresponding to one of the sequences below: 36-39 credits (Sequence 1); 39-42 credits (Sequence 2); 42 credits (Sequence 3); 42-45 credits (Sequence 4); 30 credits (Sequence 4); 30 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education

Curriculum: Sequence 1 (36-39 credits): M.S.Ed. in Early Childhood for students who already possess New York State certification

The 36-39 credit curriculum for Sequence 1 consists of three instructional areas.

- Foundations (15 credits): EDC 721 (3), EDC 722 (3), EDC 735 (3), EDS 702 (3), EBS 701
- Methods Courses (18 credits): EDC 713 (3), EDC 714 (3), EDC 715 (3), EDC 716 (3), EDC 717 (3), EDC 718 (3).
- Master's Project (3): EDC 756 (3)

Curriculum: Sequence 2 (39-42 credits): M.S.Ed. in Early Childhood Education leading to Bilingual Extension for students who already possess New York State certification

- Foundations (15 credits): EDC 721 (3), EDC 722 (3), EDC 735 (3), EDS 702 (3), EBS 701 (3)
- Methods Courses (21 credits): EDC 738 (3), EDC 739 (3), EDC 715 (3), EDC 716 (3), EDC 717 (3), EDC 718 (3), EDC 727 (3)
- Master's Project (3): EDC 756 (3)

Curriculum: Sequence 3 (42 credits): M.S.Ed. in Early Childhood leading to initial New York State Certification in Early Childhood (Birth – grade 2)

- Foundations (15 credits): EDC 721 (3), EDC 722 (3), EDC 735 (3), EDS 702 (3), EBS 701 (3)
- Methods Courses (18 credits): EDC 713 (3), EDC 714 (3), EDC 715 (3), EDC 716 (3), EDC 717 (3), EDC 718 (3).
- Student Teaching Practicum (6 credits): EDC 795 (3), EDC 790 or EDC 784 (3)
- Master's Project (3): EDC 756 (3)

Curriculum: Sequence 4 (42-45 credits): M.S.Ed. in Early Childhood leading to initial New York State Certification in Early Childhood Education (Birth – grade 2) and Bilingual Extension

- Foundations (15 credits): EDC 721 (3), EDC 722 (3), EDC 735 (3), (3), EDS 702 (3), EBS 701 (3)
- Methods Courses (21 credits): EDC 738 (3), EDC 739 (3), EDC 715 (3), EDC 716 (3), EDC 717 (3), EDC 718 (3), EDC 727 (3)
- Student Teaching Practicum (6 credits): EDC 795 (3), EDC 781 or EDC 784 (3)
- Master's Project (3): EDC 756 (3)

Curriculum: Sequence 5 (30 credits): M.S.Ed. in Early Childhood Education leading to initial New York State Certification in Early Childhood (Birth –grade 2) for Minor to Masters Lehman College students.

- Foundations (6 credits): EDS 702, EDS 743 (3)
- Methods Courses (15 credits): EDC 713 (3), EDC 714 (3), EDC 715 (3), EDC 717 (3), EDS 704
- Student Teaching Practicum (6 credits): EDC 795 (3), EDC 790 or EDC 784 (3)
- Master's Project (3): EDC 756 (3)

Curriculum: Sequence 6 (30 credits): M.S.Ed. in Early Childhood Education leading to initial New York State Certification in Early Childhood (Birth – grade 2) and Bilingual Extension for Minor to Masters Lehman College students.

- Foundations (6 credits): EDS 702, EDS 743 (3)
- Methods Courses (15 credits): EDC 738 (3), EDC 739 (3), EDC 715 (3), EDC 717 (3), EDS 704
- Student Teaching Practicum (6 credits): EDC 795 (3), EDC 790 or EDC 781 (3)
- Master's Project (3): EDC 756 (3)

In order to be recommended for initial certification in Early Childhood Education (grades Birth – grade 2,) students must:

- (a) complete the master's degree (Sequences 1, 2, 3, 4,5, or 6) with a cumulative index of 3.0 or better;
- (b) present passing scores on the following New York State examinations: Academic Literacy Skills Test (ALST), Educating All Students (EAS) test, Teacher Performance Assessment (edTPA), and Content Specialty Test (CST) Multi-Subject. Additionally, students seeking a bilingual extension must also submit passing scores on the Bilingual Education Assessment (BEA);
- (c) complete the mandatory training in child abuse identification and reporting, violence prevention, and DASA; and
- (d) demonstrate successful completion of a liberal arts and sciences core specific to teachers. Please see advisor for more information.

4. Rationale:

1. The Early Childhood/Childhood Education Department is moving to establish Curriculum Sequences to delineate between different tracks in the M.S.Ed programs. The movement to CUNYFirst and electronic graduation audits necessitates to clearly delineate the different subplans of the M.S.Ed. degrees offered in Childhood/Early Childhood Education. The Department is proposing six Curriculum Sequences. Of the six Curriculum Sequences, only Curriculum Sequence 5 and Curriculum Sequence 6 are new to the Department. Curriculum Sequences 1-4 exist currently but were not delineated in a clear manner.
2. The new Minor to Masters Program in Early Childhood Education offers Lehman College undergraduate students a more economical structure to obtain certification in Early Childhood Education (Birth – grade 2) or Childhood Education (Grades 1-6) with a M.S.Ed. Additionally, both groups of students will

complete 12 credits towards the 18 credit Advanced Certificate in Special Education. The total monetary savings for Monolingual Students with certification + M.S.Ed. + Advanced Certificate in Special Education is **\$10,935**. Total savings for students with certification + bilingual extension + M.S.Ed. + Advanced Certificate in Special Education is **\$13,365**.

3. The proposed Minor to Masters Program includes 12 credits towards an 18-credit Advanced Certificate in Special Education. The additional 6 credits of the advanced certificate may be completed after the M.S.Ed. is completed.
4. The Minor to Masters Program is one semester and one summer shorter than traditional M.S.Ed.
5. The Minor to Masters Programs requires monolingual students take 6 credits in bilingual education. New York State will soon be requiring this of all certified teachers.
ECE 435: Issues in Bilingualism
ECE 427: Methodology of Teaching English to Speakers of Other Languages
6. The Minor to Masters Program will requires 54 credits towards certification, an increase of 12 credits required for certification as compared to our traditional M.S.Ed. programs. This allows undergraduate students a longer amount of time to prepare for, take and pass the new ALST and CST certification exams.
7. The Minor to Masters Programs requires all students complete additional coursework added to help students prepare for EAS exam and work with children with special needs and English language learners:
ECE 435 and ECE 427: English Language Learners
EDS 743, 702, 704: Children with Special Needs

5. **Date of departmental approval: November 3, 2014**

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

Hegis Number: 0802.00

Program Code: 25800; 25797

Effective Term: Fall 2015

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

2. **From:**

Childhood Education Degree Requirements

To qualify for the M.S. degree in Childhood Education (Grades 1-6), students must fulfill the following requirements: (1) Submit scores on Educating All Students Test (EAS), Academic Literacy Skills Test (ALST) and Content Specialty Test (CST). (2) Complete 36-42 credits of prescribed course work. (3) Submit professional portfolio. (4) Submit and pass edTPA. (5) Submit application for Initial or Professional Certification.

To qualify for the M.S. in Childhood Education-Integration of Bilingual Extension (Grades 1-6), students must fulfill the following requirements: (1) Submit scores on Educating All Students Test (EAS), Academic Literacy Skills Test (ALST) and Content Specialty Test (CST). (2) Complete 39-48 credits of prescribed coursework. (3) Submit professional portfolio. (4) Submit and pass edTPA. (5) Apply for initial or professional certification by completing requirements for a Bilingual Extension: EDE 738, EDE 739, EDE 727, and EBS 701. (6) Pass the Bilingual Extension Assessment (BEA).

3. **To:**

Childhood Education Degree Requirements

To qualify for the M.S. degree in Childhood Education (Grades 1-6), students must fulfill the following requirements: (1) Submit scores on Educating All Students Test (EAS), Academic Literacy Skills Test (ALST) and Content Specialty Test (CST). (2) Complete 36-42 credits of prescribed course work. (3) Submit professional portfolio. (4) Submit and pass edTPA. (5) Submit application for Initial or Professional Certification.

To qualify for the M.S. in Childhood Education-Integration of Bilingual Extension (Grades 1-6), students must fulfill the following requirements: (1) Submit scores on Educating All Students Test (EAS), Academic Literacy Skills Test (ALST) and Content Specialty Test (CST). (2) Complete 39-48 credits of prescribed coursework. (3) Submit professional portfolio. (4) Submit and pass edTPA. (5) Apply for initial or professional

certification by completing requirements for a Bilingual Extension: EDE 738, EDE 739, EDE 727, and EBS 701. (6) Pass the Bilingual Extension Assessment (BEA).

Students must consult with an advisor in the Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Childhood Education program. All students will complete the curriculum corresponding to one of the sequences below: 36 credits (Sequence 1); 42 credits (Sequence 2); 42 credits (Sequence 3); 48 credits (Sequence 4); 30 credits (Sequence 5); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Childhood Education

Curriculum: Sequence 1 (36 credits): M.S.Ed. in Childhood Education for students who already possess New York State certification

The 36-credit curriculum for Sequence 1 consists of three instructional areas.

- Foundations (12 credits): EDE 721 (3), EDE 722 (3), EDE 735 (3), EDS 707 (3)
- Methods Courses (21 credits): EDE 621 (3), EDE 713 (3), EDE 714 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), EDE 718 (3).
- Master's Project (3): EDE 756 (3)

Curriculum: Sequence 2 (42 credits): M.S.Ed. in Childhood Education leading to Bilingual Extension for students who already possess New York State certification

- Foundations (15 credits): EDE 721 (3), EDE 722 (3), EDE 735 (3), EDS 707 (3), EBS 701 (3)
- Methods Courses (24 credits): EDE 621 (3), EDE 738 (3), EDE 739 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), EDE 718 (3), EDE 727 (3)
- Master's Project (3): EDE 756 (3)

Curriculum: Sequence 3 (42 credits): M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6)

- Foundations (12 credits): EDE 721 (3), EDE 722 (3), EDE 735 (3), EDS 707 (3)
- Methods Courses (21 credits): EDE 621 (3), EDE 713 (3), EDE 714 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), EDE 718 (3).
- Student Teaching Practicum (6 credits): EDE 783 (3), EDE 784 or EDE 795 (3)
- Master's Project (3): EDE 756 (3)

Curriculum: Sequence 4 (48 credits): M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension

- Foundations (15 credits): EDE 721 (3), EDE 722 (3), EDE 735 (3), EBS 701 (3), EDS 707 (3)
- Methods Courses (24 credits): EDE 621 (3), EDE 738 (3), EDE 739 (3), EDE 715 (3),

EDE 716 (3), EDE 717 (3), EDE 718 (3), EDE 727 (3)

- Student Teaching Practicum (6 credits): EDE 783 (3), EDE 782 or EDE 784 (3)
- Master's Project (3): EDE 756 (3)

Curriculum: Sequence 5 (30 credits): M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) for Minor to Masters Lehman College students.

- Foundations (6 credits): EDS 707, EDS 743 (3)
- Methods Courses (15 credits): EDE 713 (3), EDE 714 (3), EDE 740 (3), EDE 717 (3), EDS 709
- Student Teaching Practicum (6 credits): EDE 783 (3), EDE 784 or EDE 795 (3)
- Master's Project (3): EDE 756 (3)

Curriculum: Sequence 6 (30 credits): M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension for Minor to Masters Lehman College students.

- Foundations (6 credits): EDS 707, EDS 743 (3)
- Methods Courses (15 credits): EDE 738 (3), EDE 739, EDE 740 (3), EDE 717 (3), EDS 709
- Student Teaching Practicum (6 credits): EDE 783 (3), EDE 782 or EDE 784 (3)
- Master's Project (3): EDE 756 (3)

In order to be recommended for initial certification in Childhood Education grades 1-6, students must:

(a) complete the master's degree (Sequences 1, 2, 3, 4, 5, or 6) with a cumulative index of 3.0 or better;

(b) present passing scores on the following New York State examinations: Academic Literacy Skills Test (ALST), Educating All Students (EAS) test, Teacher Performance Assessment (edTPA), and Content Specialty Test (CST) Multi-Subject. Additionally, students seeking a bilingual extension must also submit passing scores on the Bilingual Education Assessment (BEA);

(c) complete the mandatory training in child abuse identification and reporting, violence prevention, and DASA; and

(d) demonstrate successful completion of a liberal arts and sciences core specific to childhood teachers. Please see advisor for more information.

4. **Rationale:**

1. The Childhood Education Department is moving to establish Curriculum Sequences to delineate between different tracks in the M.S.Ed programs. The movement to CUNYFirst and electronic graduation audits necessitates to clearly delineate the different sequences of the M.S.Ed.degree in Childhood Education.

The Department is proposing six Curriculum Sequences. Of the six Curriculum Sequences, only Curriculum Sequence 5 and Curriculum Sequence 6 are new to the Department. Curriculum Sequences 1-4 exist currently but were not delineated in a clear manner.

2. The new Minor to Masters Sequence in Childhood Education offers Lehman College undergraduate students a more economical structure to obtain certification in Early Childhood Education (Birth – grade 2) or Childhood Education (Grades 1-6) with a M.S.Ed. Additionally, both groups of students will complete 12 credits towards the 18 credit Advanced Certificate in Special Education. The total monetary savings for Monolingual Students with certification + M.S.Ed. + Advanced Certificate in Special Education is **\$10,935**. Total savings for students with certification + bilingual extension + M.S.Ed. + Advanced Certificate in Special Education is **\$13,365**.
3. The proposed Minor to Masters Sequence includes 12 credits towards an 18 credit Advanced Certificate in Special Education. The additional 6 credits of the advanced certificate may be completed after the M.S.Ed. is completed.
4. The Minor to Masters Sequence is one semester and one summer shorter than traditional M.S.Ed.
5. The Minor to Masters Sequence requires monolingual students take 6 credits in bilingual education. New York State will soon be requiring this of all certified teachers.
ECE 435: Issues in Bilingualism
ECE 427: Methodology of Teaching English to Speakers of Other Languages
6. The Minor to Masters Sequence requires all students take an extra 3 credits of a Math Methods course.
EDE 740: Studies in the Teaching of Elementary Mathematics
7. The Minor to Masters Sequence will require 54 credits towards certification, an increase of 12 credits required for certification as compared to our traditional M.S.Ed. programs. This allows undergraduate students a longer amount of time to prepare for, take and pass the new ALST and CST certification exams.
8. The Minor to Masters Sequence requires all students complete additional coursework added to help students prepare for EAS exam and work with children with special needs and English language learners:
ECE 435 and ECE 427: English Language Learners
EDS741, 743, 709: Children with Special Needs

5. **Date of departmental approval: 11/3/2014**

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: MS Business

Hegis Number: 0502.00

Program Code: 32786

Effective Term: Fall 2015

1. **Type of Change:** Addition of Distance Education Format (Online MS format)

2. **From:**

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or e-business. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

Admission to the Program: Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of 2.7 (B-) or equivalent. Applicants must submit a statement of career objectives and two letters of recommendation. A minimum GPA of B (3.0) is necessary to maintain enrollment in the MS program in business. Admissions are made only in the Fall.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement.

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminars. **Core courses are offered only in the fall and courses in the major fields only in the spring. Two capstone seminars are offered only in the summer in online format.** Accordingly, full-time students can complete their degree requirements within one year by taking the eight core and specialization courses in two consecutive semesters, fall and spring, and the two capstone seminars in the summer, one in each of the two summer sessions, but not both seminars in the same summer session.

Course Requirements for the MSB degree are as follows:

Core Courses Requirement: 12 credits

MSB 700: Organizational Behavior and Leadership, 3 hours, 3 credits

MSB 701: Quantitative Analysis for Managers, 3 hours, 3 credits

MSB 702: Economic Analysis for Managers, 3 hours, 3 credits

MSB 703: Computer-Based Information Systems for Managers, 3 hours, 3 credits

Major Field Requirement: 12 credits

Completion of a block of 4 courses in one area of specialization:

Finance:

MSB 710: Investment Analysis, 3 hours, 3 credits

MSB 711: Capital Budgeting, 3 hours, 3 credits

MSB 712: Financial Statements Analysis, 3 hours, 3 credits

MSB 713: International Financial Management, 3 hours, 3 credits

Human Resources Management:

MSB 730: Human Resource Management, 3 hours, 3 credits

MSB 731: Employee Training and Development, 3 hours, 3 credits

MSB 732: Managing Group and Interpersonal Dynamics, 3 hours, 3 credits

MSB 734: International Human Resource Management, 3 hours, 3 credits

International Business:

MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 713: International Financial Management, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 734: International Human Resource Management, 3 hours, 3 credits

Marketing:

MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 721: Applied Marketing Research, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 723: Contemporary Issues in Marketing, 3 hours, 3 credits

E-Business:

MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 760: E-Business in a Global Setting, 3 hours, 3 credits

MSB 761: Internet Law in a Global Setting, 3 hours, 3 credits

Capstone Seminars: 6 credits

MSB 795: Seminar in Strategic Management, 3 hours, 3 credits

MSB 796: Seminar in Ethical Issues in Management, 3 hours, 3 credits

NOTE: Two research-oriented tutorials, MSB 785: Independent Graduate Study in Business and MSB 790: Graduate Research Project in Business, 3 hours, 3 credits each, are available for qualified students intending to acquire a deeper understanding of a selected topic (MSB 785) or to conduct substantive research on a chosen project (MSB 790) upon the approval and under the supervision of a full-time faculty.

3. **To:**

Lehman College has established a graduate program leading to the degree of Master of Science in Business (MSB) with a specialization in finance, human resource management, international business, marketing, or e-business. The objective of this curriculum is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

Students wishing to do so may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

Admission to the Program: Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad with a minimum grade point average of 2.7 (B-) or equivalent. Applicants must submit a statement of career objectives and two letters of recommendation. A minimum GPA of B (3.0) is necessary to maintain enrollment in the MS program in business. Students are accepted in the program during Fall and Spring semesters.

International Students must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement.

Curriculum: The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. Full-time students can complete their degree requirements within one year by taking the eight core and specialization courses in two consecutive semesters, Fall and Spring, and the two capstone seminars in the summer, one in each of the two summer sessions, but not both seminars in the same summer session.

Course Requirements for the MSB degree are as follows:

Core Courses Requirement: 12 credits

MSB 700: Organizational Behavior and Leadership, 3 hours, 3 credits

MSB 701: Quantitative Analysis for Managers, 3 hours, 3 credits

MSB 702: Economic Analysis for Managers, 3 hours, 3 credits

MSB 703: Computer-Based Information Systems for Managers, 3 hours, 3 credits

Major Field Requirement: 12 credits

Completion of a block of 4 courses in one area of specialization:

Finance:

MSB 710: Investment Analysis, 3 hours, 3 credits

MSB 711: Capital Budgeting, 3 hours, 3 credits

MSB 712: Financial Statements Analysis, 3 hours, 3 credits

MSB 713: International Financial Management, 3 hours, 3 credits

Human Resources Management:

MSB 730: Human Resource Management, 3 hours, 3 credits

MSB 731: Employee Training and Development, 3 hours, 3 credits

MSB 732: Managing Group and Interpersonal Dynamics, 3 hours, 3 credits

MSB 734: International Human Resource Management, 3 hours, 3 credits

International Business:

MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 713: International Financial Management, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 734: International Human Resource Management, 3 hours, 3 credits

Marketing:

MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 721: Applied Marketing Research, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 723: Contemporary Issues in Marketing, 3 hours, 3 credits

E-Business:

MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 760: E-Business in a Global Setting, 3 hours, 3 credits

MSB 761: Internet Law in a Global Setting, 3 hours, 3 credits

Capstone Seminars: 6 credits

MSB 795: Seminar in Strategic Management, 3 hours, 3 credits

MSB 796: Seminar in Ethical Issues in Management, 3 hours, 3 credits

NOTE: Two research-oriented tutorials, MSB 785: Independent Graduate Study in Business and MSB 790: Graduate Research Project in Business, 3 hours, 3 credits each, are available for qualified students intending to acquire a deeper understanding of a selected topic (MSB 785) or to conduct substantive research on a chosen project

(MSB 790) upon the approval and under the supervision of a full-time faculty.

4. **Rationale:**

The addition of a distance education format for the MSB degree will not affect the course learning objectives of the existing program, since the delivery mode of the courses is the only change implemented. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

5. **Date of departmental approval: October 29, 2014**



OFFICE OF HIGHER EDUCATION
Office of College and University Evaluation
5 North Mezzanine, Education Building
89 Washington Avenue
Albany, New York 12234
Tel. (518) 474-2593
Fax (518) 486-2779

Application for Addition of the Distance Education Format to a Registered Program

Name of Institution: Lehman College

CEO or Designee: Anny Morrobel-Sosa, Provost

Signature:

Date:

The signature of the institutional representative indicates the institution's commitment to support the proposed distance education program.

Distance Education Contact Person: Prof. Dene Hurley, Chair, Department of Economics and Business

Telephone: 718-960-8377

Fax:

E-mail: dene.hurley@lehman.cuny.edu

Program Title: Master of Science in Business

Program Code: 32786

Degree or Certificate Awarded: MS

HEGIS Code: 0502.0

Anticipated enrollment in distance program:

Initial: 24

Maximum by year 3: 75

Term length (in weeks) for the distance program: 15

(Is this the same as term length for classroom program?) Yes x No

How much "**instructional time**" is required per week per credit for a distance course in this program? 3 hrs

(Do not include time spent on activities that would be done outside "class time", such as research, writing assignments, or chat rooms.)

What proportion or percentage of the program will be offered in Distance Education format? 100%

Part B: Program-Specific Issues

III. Learning Design

The curriculum for distance learning at Lehman College is the same as that of the on-campus program. They follow one set of curriculum criteria: course description, credit and hour requirements, learning objectives and pre- requisites. Online and on-campus courses are offered interchangeably and simultaneously, in the same semester, and students can register for either type of instruction.

The Online Master of Science in Business (MSB) program is designed the same as the on-campus MSB degree program in Business. The online MSB will have the same academic standards and requirements as the existing MSB program. The existing MSB program requires completion of 30-credits which is composed of 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminars. Fields of specialization include finance, human resource management, international business, marketing, and E-Business, Prior to being admitted to the MSB program, students are expected to have completed 18 credits in economics, accounting and quantitative courses. With the exception of the mode of delivery, the courses offered are the same for both online and on campus MSB (See the Appendix for the course descriptions, requirements and sequence of courses) program.

The Department of Economics and Business has been offering online courses since 2007-2008 and presently, 20% of the total course sections offered by the department each semester uses online methods of delivery. The learning management system, Blackboard, is employed for the delivery of the lecture and reading material as well as for communication between the students and the instructors. Blackboard allows posting of YouTube videos, Camtasia lecture videos, and PowerPoint slides. The discussion board, Wiki and blog features of Blackboard are used for interactive learning. The course design and quality of online teaching is closely monitored by the department through online teaching observations and student evaluations of the instructors. (See Section IV below for the report of the student evaluation of their experience in taking online courses in the department). In addition, prior to teaching online, the department requires the instructors to be trained by Lehman College Office of Online Education. In addition, with assistance from the Office of Online Education, the department will continue to organize faculty development workshops in online teaching to help train faculty in new technological advances and to introduce them to best practices in online teaching.

The establishment of the student's identity and the verification of his/her work will be established and managed primarily by the online learning management system and by instructors. Students are enrolled in their courses by a program that works from the student information management system (CUNYfirst) while students sign into their courses through a secure log-in (portal authorization is through a 20-digit number unique to a student that also serves as the password for the student). Attendance and class participation is accounted for in a number of ways -- by logging in and by responding in writing to questions posed on discussion boards, wiki entries, and by posting blogs. Assignments are submitted through Blackboard, which also records the time and date of submission.

Instructors keep online office hours through Skype or through other audio-visual means. In addition, students will be advised by the Graduate Director or Advisor throughout the course of the program.

IV. Outcomes and Assessment

The course learning objectives of the online and on-campus courses for the MSB program are the same. The goal of both online and on-campus programs is to help students bridge their undergraduate work with its application in a business context by providing solid groundings in business fundamentals such as finance, business ethics, and marketing. In addition, each course has its own learning objectives which are outlined in the individual syllabus.

Each semester, both on-campus and online courses are assessed using Lehman College's Student Evaluation of Teaching and Learning (SETL) questions. The online courses are assessed through additional questions on the SETL survey which focus on two key areas: the quality of online learning experiences and the students' perception of the rigor of the course and the level of interactivity. The results from the fall 2013 SETL survey of online business courses (N = 313) are given below:

7. ONLINE COURSE EXPERIENCE

- Do you have the necessary technological equipment and skills required for this course? 94% positive
- Was there adequate technical support if you encountered difficulties? 93% positive
- Was the format and page design of the online course easy to use? 98% positive
- Were there sufficient instructions given for you to complete all assignments? 98% positive
- Did you participate in online or email conversations with your instructor during the course? 76% yes
- Did you participate in online or email conversations with your classmates during the course? 60% yes

9. THIS COURSE AS COMPARED TO OTHER COLLEGE COURSES YOU HAVE TAKEN

- The intellectual challenge presented was: 99% the same or higher
- The amount of effort you put into this course was: 98% the same or higher
- The amount of effort to succeed in this course was: 98% the same or higher
- Your involvement in this course (doing assignments, etc.) was: 98% the same or higher

From these results, it is evident that the online teaching in the department is rigorous, the courses are designed well, the students are well-supported technologically as well as by their instructors, and the courses are highly interactive.

V. Program Evaluation

At the end of each semester, all courses (online and on campus) are examined and assessed by the Department of Economics and Business to ensure consistency of teaching and content coverage as well as the quality of student learning. The effectiveness of the online and on-campus learning is regularly monitored through student evaluations, a review of course syllabus and implementation of students' and peer faculty recommendations in the courses. The regular assessment outlined in the previous section represents a continuous evaluation of the program components, and changes are made when evidence of learning problems surface. The same benchmarks used in on-campus courses will be employed for the online classes.

APPENDIX: Description of the Master of Science in Business Program (Online)

Program Description:

The graduate program leading to the degree of Master of Science in Business (MSB) has been offered on campus since 2009. While our areas of specialization include finance, human resource management, international business, marketing, and e-business, only finance and human resource management are currently in demand and therefore are regularly offered. The goal of the MSB program is to satisfy the growing need in today's business environment for professionals in those areas of the profession who have developed the necessary expertise, insight, and vision in tackling the technical, interpersonal, and conceptual problems specific to their chosen managerial subfield. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

This 30-credits program may be completed within a year of full-time study.

Admission Requirements:

Admission requirements for the online MSB are the same as the MSB program on campus, and they are:

- possession of a bachelor's degree or equivalent from an accredited U.S. or foreign college or university
- Applicants must complete (or have completed) 18 credits in the following areas:
 - 6 credits in Economics*
 - 6 credits in Accounting*
 - 6 credits in College Algebra and Statistics*
- an undergraduate GPA of 2.7 or higher
- International Students must obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those international students who have earned their baccalaureate from a college or university in which the language of instruction was exclusively in English are exempted from the TOEFL requirement

- official undergraduate transcript(s)
- two (2) letters of recommendation
- curriculum vitae
- a personal statement

A minimum GPA of B (3.0) is necessary to remain matriculated in the MSB. program. Those who fail to do so at the end of any semester will be allowed to stay in the program only one more semester during which they should make up the deficiency.

Course Requirements:

The 30-credits curriculum includes 12 credits in a common core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminars. These are listed below:

Core Course Requirements (12 credits):

- MSB 700: Organizational Behavior and Leadership (3 hours, 3 credits)
- MSB 701: Quantitative Analysis for Managers (3 hours, 3 credits)
- MSB 702: Economic Analysis for Managers (3 hours, 3 credits)
- MSB 703: Computer-based Information Systems for Managers (3 hours, 3 credits)

Major Field Requirement (12 credits):

Completion of a block of 4 courses in one area of specialization:

Finance:

- MSB 710: Investment Analysis, 3 hours, 3 credits
- MSB 711: Capital Budgeting, 3 hours, 3 credits
- MSB 712: Financial Statements Analysis, 3 hours, 3 credits
- MSB 713: International Financial Management, 3 hours, 3 credits

Human Resources Management:

- MSB 730: Human Resource Management, 3 hours, 3 credits
- MSB 731: Employee Training and Development, 3 hours, 3 credits
- MSB 732: Managing Group and Interpersonal Dynamics, 3 hours, 3 credits
- MSB 734: International Human Resource Management, 3 hours, 3 credits

International Business:

- MSB 720: Managing in a Global Environment, 3 hours, 3 credits
- MSB 713: International Financial Management, 3 hours, 3 credits
- MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits
- MSB 734: International Human Resource Management, 3 hours, 3 credits

Marketing:

- MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 721: Applied Marketing Research, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 723: Contemporary Issues in Marketing , 3 hours, 3 credits

E-Business:

MSB 720: Managing in a Global Environment, 3 hours, 3 credits

MSB 722: International Marketing Management: Culture, Law and Politics, 3 hours, 3 credits

MSB 760: E-Business in a Global Setting, 3 hours, 3 credits

MSB 761: Internet Law in a Global Setting, 3 hours, 3 credits

Capstone Seminars (6 Credits):

MSB 795: Seminar in Strategic Management (3 hours, 3 credits)

MSB 796: Seminar in Ethical Issues in Management (3 hours, 3 credits)

To ensure the completion of the online MSB degree within a year of the start of the program, the above courses will be offered and taken in the following sequence:

Fall Semester (9 credits)

- MSB 700 Organizational Behavior and Leadership
- MSB 701 Quantitative Analysis for Managers
- A Major Field course

Winter Semester (3 credits)

- A Major Field course

Spring Semester (9 credits)

- MSB 702 Economic Analysis for Managers
- MSB 703 Computer Based Information Systems for Managers
- A Major Field course

Summer Semester Term I (6 credits)

- MSB 795 Seminar in Strategic Management
- A Major Field course

Summer Semester Term II (3 credits)

- MSB 796 Seminar in Ethical Issues in Management

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 530
Course Title	Food Service Operations and Management
Description	Principles of food service delivery, organization, and administration, including volume food procurement and production, equipment, facility design, budgeting, hiring, quality standards, sanitation and food safety.
Pre/ Co Requisites	Pre-reqs: DFN 220 or departmental permission
Credits	4
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

At present, all undergraduate and graduate students completing Lehman's Didactic Program in Dietetics for a Verification Statement according to the requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) must complete a 2 semester sequence of DFN 330 and DFN 430 (6 credits). Since graduate-level courses are more rigorous, DFN 530 will cover the same material as DFN 330 and DFN 430 and allow students to fulfill ACEND's requirements in one semester (4 credits), while simultaneously using it as an elective course for the MS program in Nutrition.

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

1. Acquire the knowledge, skills and abilities needed for meaningful employment within the field of nutrition and dietetics;
2. Develop the necessary technical competence and social awareness to make professional contributions to the health care of the community;
3. Obtain the competencies necessary for credentialing according to the criteria established by the Accreditation Council for Education in Nutrition and Dietetics;
4. Integrate scientific information and research into practice;
5. Develop the beliefs, values, attitudes and behaviors for the professional dietitian level of practice;
6. Acquire the skills and experience needed to develop and deliver information, products and services to individuals, groups and populations;
7. Strategically apply the principles of management and systems in the provision of services to individuals and organizations;
8. Apply safety principles related to food, personnel and consumers.

5. Date of Departmental Approval: March 26, 2014

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Nutrition, MS

Hegis Number: 1306

Program Code: 87372

Effective Term: Spring 2015

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

2. **From:**

Each candidate must complete an approved program of study of at least 37 credits that includes the general core courses and approved elective courses, which may include the courses required for the Dietetic Internship (DI) program. The student may elect either to write a thesis or pass a comprehensive examination for a minimum total of 37 credits. At this time, only the comprehensive exam is being offered.

Core Courses: All students are required to take the following courses and credits:

HEA 600 (3), HEA 620 (3), BIO 610 (4) or BIO 644 (4), DFN 610 (3), DFN 620 (3), DFN 641 (3), DFN 651 (3), and DFN 791 (3) (total of 25 credits).

Elective Courses: Students may select from the following courses and credits for a minimum of 12 credits:

DFN 621(3), 630 (3-6), 661 (3), 692 (3-6), 693 (3-6), 730 (3), 731 (3), 741 (3), 771 (3), 792 (3), 793 (3), 794 (3-6), 795 (3-6), HSD 606, and other courses selected with permission of the Graduate Adviser (total of a minimum of 12 credits).

A maximum of 9 credits from DFN 730 and 731 may be credited toward the requirements for the MS degree for those students completing the DI program.

3. **To:**

Each candidate must complete an approved program of study of at least 37 credits that includes the general core courses and approved elective courses, which may include the courses required for the Dietetic Internship (DI) program. The student may elect either to write a thesis or pass a comprehensive examination for a minimum total of 37 credits. At this time, only the comprehensive exam is being offered.

Core Courses: All students are required to take the following courses and credits:

HEA 600 (3), HEA 620 (3), BIO 610 (4) or BIO 644 (4), DFN 610 (3), DFN 620 (3), DFN 641 (3), DFN 651 (3), and DFN 791 (3) (total of 25 credits).

Elective Courses: Students may select from the following courses and credits for a minimum of 12 credits:

DFN 530 (4), DFN 621(3), 630 (3-6), 661 (3), 692 (3-6), 693 (3-6), 730 (3), 731 (3), 741 (3), 771 (3), 792 (3), 793 (3), 794 (3-6), 795 (3-6), HSD 606, and other courses selected with permission of the Graduate Adviser (total of a minimum of 12 credits).

A maximum of 9 credits from DFN 730 and 731 may be credited toward the requirements for the MS degree for those students completing the DI program.

4. **Rationale:**

The inclusion of DFN 530 as an elective course will allow interested students to gain exposure in food service operations and increase their career prospects in food service organizations based in hospitals, assisted living facilities, schools, restaurants, and in the community.

5. **Date of departmental approval:** October 8, 2014

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

Department of Speech-Language-Hearing Sciences

CURRICULUM CHANGE

1. Type of Change: Course Title; Course Description

2. From:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	
Course Prefix & Number	SPE 703
Course Title	Language and Linguistics
Description	Introduction to the scientific study of language, with attention to the major components of linguistic theory: phonetics, phonology, morphology, syntax, semantics, pragmatics, psycholinguistics, and sociolinguistics. This course places emphasis on the multicultural and multilinguistic differences in the analysis and application of linguistic theory.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To: Underline the changes

Department(s)	SLHS
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	
Course Prefix & Number	SPE 703
Course Title	<u>Theory and Application of Bilingualism to Speech Language Pathology</u>
Description	<u>Theories of bilingualism and language learning; psycholinguistic and sociolinguistic impact of bilingualism, bidialectalism and biculturalism on education, prevention, assessment and treatment of children, adolescents and adults with communication disorders. Emphasis will be placed on academic challenges, methods for assessing and direct teaching English language arts, literacy, and other content areas to English language learners.</u> This course places emphasis on the multicultural and multilinguistic differences in the analysis and application of linguistic theory.
Pre/ Co Requisites	N/A
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>Bilingual extension</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

We are changing the content of this course to address the growing need in understanding the impact of bilingualism and biculturalism on learning, assessment and rehabilitation. The course content will extend from linguistic theory to assessment and rehabilitation and direct teaching of language. This course will provide critical information for students who want to pursue their clinical work in bilingual settings.

5. Date of departmental approval: October 27, 2014

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

Department of Speech-Language-Hearing Sciences

CURRICULUM CHANGE

1. Type of Change: Course Description

2. From:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	
Course Prefix & Number	SPE 530
Course Title	Organization of the Speech and Hearing Program in Elementary and Secondary Schools
Description	Problems of organizing and administering a program of rehabilitation in speech and language disabilities in public schools.
Pre/ Co Requisites	SPV 326, 327, and 328, and Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Speech-Language-Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	
Course Prefix & Number	SPE 530
Course Title	Organization of the Speech and Hearing Program in Elementary and Secondary Schools
Description	Problems of organizing and administering a program of <u>intervention</u> in speech and language disabilities in public schools. <u>Discussion includes multicultural and multilingual perspectives in education.</u>
Pre/ Co Requisites	SPV 326, 327, and 328, and Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

We are adding content related to bilingual education to address a growing need for considering bilingual programs and bilingual children in the school system and to provide a broad foundation for students who want to pursue work in bilingual education setting.

5. Date of departmental approval: October 27, 2014

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

Department of Speech-Language-Hearing Sciences

BULLETIN CHANGE

Name of Program and Degree Award: Graduate Program in Speech-Language Pathology; MA degree

Hegis Number: 1220.00

Program Code: 34037

Effective Term: Spring, 2015

1. **Type of Change:** Bulletin Changes: Program Description, Admission Requirements, Degree Requirements

2. **From:**

~~The M.A. Program in Speech-Language Pathology, through coursework and clinical practicum, fulfills the requirements for the academic portion of the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association.~~

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of **B+** in the field selected for the graduate major and a minimum grade average of **B+** in the undergraduate record ~~as a whole~~.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete ~~27~~ credits of core prerequisite course work: SPV 221, 245, 246, 247, 249, 326, 327, 328 or the equivalent, to be eligible for admission into the M.A.
- Two letters of recommendation.
- ~~Potential students must have a personal interview as well as complete a spontaneous writing sample during their department visit.~~ The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Submission of Graduate Record Examination (GRE) scores taken within five years.

Degree Requirements

~~To fulfill the requirements for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association, students must complete a curriculum~~

~~consisting of 60 credits with a minimum of 400 hours of clinical practicum. Students will complete 20 hours of Audiology practicum in order to meet current New York State licensing requirements.~~

Curriculum in Speech-Language Pathology (60 credits)

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

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

Coursework:

SPE 700: Introduction to Research Methods (3 credits)

SPE 701: Professional Issues (1 credit)

SPE 705: Speech Science (3 credits)

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

SPE 718: Phonology and Articulation (3 credits)

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

SPE 721: Early Childhood Language Disorders (3 credits)

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

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

SPE 724 Clinical Practicum in Audiology (1 credit)

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

SPE 726: Aphasia and Related Disorders (3 credits)

SPE 727: Voice Disorders (3 credits)

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

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

SPE 734: Diagnostic Practicum (3 credits)

SPE 736: Motor Speech Disorders (3 credits)*

SPE 739: Dysphagia (3 credits)

~~*SPE 736 is a required course for students entering the program in January 2010 or later.~~

Bilingual Extension

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

Department Grade Requirements/Progression Criteria

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

Practica Prerequisites, Sequence, and Continuation Criteria

There are four prerequisite courses (SPE 718, 721, 722, and 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in 729 (Clinical Practicum and Seminar). Upon completion of 12 credits (SPE 718, 721, 722, and 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729 (Clinical Practicum and Seminar).

Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA.- certified speech-language pathologist. Students must complete all four courses (SPE 718, 721, 725, and 722) prior to initial enrollment in SPE 729.

Students enrolling in their first SPE 729 clinical practicum must attend ~~a bi-~~ weekly one-hour clinic orientation seminar in the semester prior to their first clinical practicum rotation.

~~Students enrolled in SPE 729, SPE 730, or SPE 734 must submit documentation of current liability insurance prior to the beginning of the semester.~~

Students must complete SPE 726 prior to enrollment in the adult clinic.

PREREQS for SPE 730 (Clinical and Classroom Externship in Speech-Language Pathology): successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, 721, 722, 723, 725, 726.

Clinical Training Sequence:

1st Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, plus PREREQ/COREQ: SPE 726. SPE 734 (OPTIONAL).

2nd Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, 726 and successful completion with a grade of B or better in first semester 729 practicum. SPE 734 (OPTIONAL).

3rd Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Practica Grading

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

3. To:

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

Admission Requirements

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 24 credits of core prerequisite course work: SPV 221, 245, 246, 247, 249, 326, 327, 328 or the equivalent, to be eligible for admission into the M.A. program.
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Submission of Graduate Record Examination (GRE) scores taken within five years.

Degree Requirements

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

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

Curriculum in Speech-Language Pathology (60 credits)

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

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

Coursework:

SPE 700: Introduction to Research Methods (3 credits)

SPE 701: Professional Issues (1 credit)

SPE 705: Speech Science (3 credits)

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

SPE 718: Phonology and Articulation (3 credits)

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

SPE 721: Early Childhood Language Disorders (3 credits)

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

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

SPE 724 Clinical Practicum in Audiology (1 credit)

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

SPE 726: Aphasia and Related Disorders (3 credits)

SPE 727: Voice Disorders (3 credits)

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

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

SPE 734: Diagnostic Practicum (3 credits)

SPE 736: Motor Speech Disorders (3 credits)

SPE 739: Dysphagia (3 credits)

One 3-credit elective course:

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

Bilingual Extension

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

Department Grade Requirements/Progression Criteria

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

Clinical Practica Prerequisites, Sequence, and Continuation Criteria

There are four prerequisite courses (SPE 718, 721, 722, and 725), one PRE-REQ/COREQ course (SPE 726), and a pre-clinic orientation prior to the initial enrollment in 729 (Clinical Practicum and Seminar). Upon completion of 12 credits (SPE 718, 721, 722, and 725), and with a GPA of 3.0 or greater, students must enroll in SPE 729 (Clinical Practicum and Seminar).

Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by an ASHA.- certified speech-language pathologist. Students must complete all four courses (SPE 718, 721, 725, and 722) prior to initial enrollment in SPE 729.

Students enrolling in their first SPE 729 clinical practicum must attend scheduled one-hour clinic orientation seminars in speech-language pathology (0 credits) in the semester prior to their first clinical practicum rotation.

Students must complete SPE 726 prior to enrollment in the adult clinic.

PREREQS for SPE 730 (Clinical and Classroom Externship in Speech-Language Pathology): successful completion of two semesters of SPE 729 and one semester of SPE 734; and completion of coursework: SPE 718, 721, 722, 723, 725, 726.

Clinical Training Sequence:

1st Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, plus PREREQ/COREQ: SPE 726. SPE 734 (OPTIONAL).

2nd Semester Clinical Practicum: SPE 729. PREREQ: SPE 718, 721, 722, 725, 726 and successful completion with a grade of B or better in first semester 729 practicum. SPE 734 (OPTIONAL).

3rd Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

4th Semester Clinical Practicum: SPE 730 and 734 (OPTIONAL). PREREQ: Successful completion of two semesters of SPE 729 and at least one semester of SPE 734.

Practica Grading

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

4. Rationale:

- None of the proposed changes to the bulletin will impact learning outcomes of the graduate program in speech-language pathology.
- The change in the MA program description better reflects the Mission of the graduate program in speech-language pathology.
- Admission requirements: there are several Bulletin changes:
 - The specification of a GPA of 3.5 in the discipline of speech-language pathology and an overall cumulative grade average of 3.0 in the undergraduate record clarifies to potential students the numerical point needed for consideration.
 - There is an error in the number of credits needed as core pre-requisite course work. It is 24, not 27.
 - Clarification of the number and source of letters of recommendation is needed.

- Clarification in wording is needed for application review and potential interview.
- There is no longer a written language sample taken during the interview. The department implemented use of the Writing score from Graduate Record Examination in place of a writing sample.
- Degree Requirements:
 - Clarification in wording is needed to specify degree requirements and eligibility for professional certification.
 - 20 hours of Audiology practicum is specified by New York State licensing requirements.
 - 25 hours of clinical observation is specified by the American Speech-Language-Hearing Association
 - Students must complete two professional development seminars of their choice with proof of attendance to reinforce and encourage life-long learning for clinical practice.
 - SPE 736 is a required course, since 2010. The line item specifying this in the Bulletin is no longer needed.
- Clinical Practica Prerequisites, Sequence, and Continuation Criteria
 - The addition of the term clinical is needed in the section heading.
 - The one-hour clinic orientation schedule varies; the change in wording specifies that it is scheduled, but without specifying bi-weekly.
 - Graduate student clinicians no longer need to purchase private liability insurance.

5. Date of departmental approval: October 20, 2014

Senate Meeting – December 10, 2014
Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved by the UCC at its 11/19/14 meeting without a quorum present:

Department of Early Childhood and Childhood Education

- Program change
- New courses: ECE 304, 436, 438, DEC 436, 437
- Course changes: ECE 301, 302, 303/435, 311

Department of Middle and High School Education

- Program change

Department of Art

- Program change

Department of Music

- New course: MSP 230
- Course changes: MSP 226, 227

Undergraduate Curriculum Committee

- Guidelines for Writing-Intensive (W) Courses

The next UCC meeting will be in the spring semester, date/time TBA.

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

DEPARTMENT OF ART
CURRICULUM CHANGE

Name of Program and Degree Award: Art History, B.A.

Hegis Number: 1002.00

Program Code: 34008

Effective Term: Spring 2015

1. **Type of Change:** Change in Degree Requirements
2. **From:** Art, BA, with a Specialization in Art History (30 Credit Major)

The required courses and credits are distributed as follows:

Credits (30)

- | | |
|----|--|
| 6 | Foundation requirement selected from ARH 135, 137, 139, 141, and 167. |
| 12 | General requirement selected from ARH 100- and 300-level courses and related areas, in consultation with ARH advisors: a maximum of 3 credits may be taken in related areas (related areas are determined in consultation with the advisor and are general, but not exclusively, courses other than Art History.) |
| 9 | 300-Level Art History requirement. Selected from 300-level ARH courses. |
| 3 | Advanced Work ARH 451 (Seminar or ARH 489: Research in Art History). |

Preparation for Teaching

This major has been approved for students with an education minor seeking to apply for certification as an ECCE (Early Childhood and Childhood Education) teacher. To apply for certification as an ECCE ~~(Early Childhood and Childhood Education)~~ teacher, all students must: *In the Foundation Requirement:* Choose two from the following three courses: ARH 137, ARH 141, and ARH 167.

Preparation for Teaching Art

There is no certification for teaching art at the early childhood/elementary level. Students who wish to teach studio art must select the Art Teacher program offered by the Department of Middle and High School Education, which leads to certification from kindergarten through the twelfth grade. See the section on Program Requirements for Undergraduate Secondary Teacher Education of Middle and High School Education in this Bulletin.

3. **To:** Art, BA, with a Specialization in Art History (30 Credit Major)

The required courses and credits are distributed as follows:

Credits (30)

- 6 Foundation requirement. Selected from ARH 135 (Intro/Asian), ARH 137 (Intro/Non-Western), ARH 139 (Intro/European), ARH 141 (Intro/Modern), and ARH 167 (Tradition and Innovation).
- 12 General requirement. Selected from ARH 100- and 300-level courses.
- 9 300-Level Art History requirement. Selected from ARH 300-level courses.
- 3 Advanced Work. Selected from one of the following three options: ARH 451 (Seminar), ARH 477 (Internship in Art History), or ARH 489 (Research in Art History).

Preparation for Teaching

This Major has been approved for students with an Education Minor seeking to apply for certification as an ECCE (Early Childhood and Childhood Education) teacher. To apply for certification as an ECCE teacher, all students must choose two of the following three courses in the Foundation Requirement: ARH 137, ARH 141, or ARH 167.

Preparation for Teaching Art

There is no certification for teaching art at the early childhood/elementary level. Students who wish to teach studio art must select the Art Teacher program offered by the Department of Middle and High School Education, which leads to certification from kindergarten through the twelfth grade. See the section on Program Requirements for Undergraduate Secondary Teacher Education of Middle and High School Education in this Bulletin.

4. Rationale: In order best to prepare students for the various professions available to them in the field of Art History beyond Lehman College, and better to utilize the Art Department's diverse mix of course offerings in Art History, the Department now requires Art History students to fulfill their Major by taking all 30 of their course-credits in Art History courses. The previous accommodation of a 3-credit course from outside the Art History specialization no longer suits the need to maximize historical training in pre-professional students.

The addition of ARH 477 (Internship in Art History) as a third option in the final tier of 400-level coursework for Art History majors simply bring the *Bulletin* up to date with current departmental practice.

All other changes are merely stylistic, to increase clarity.

5. Date of Departmental Approval: October 22, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Early Childhood; Early Childhood w. Bilingual Ext.; Childhood; Childhood w. A Bilingual Ext. / Undergraduate Minor

Hegis Number: NA

Program Code: NA

Effective Term: Spring 2015

1. Type of Change:

Change in Program Requirements for ECCE Minor

2. From:

Teacher Certification

~~[New undergraduate programs, designed to meet New York State teacher certification requirements, went into effect for students entering undergraduate teacher education programs as of September 1, 2001. Upon completion of one of the following programs, and after achieving passing scores in required New York State teacher certification examinations, the student will have satisfied State requirements for Initial Certification in one of the following programs: Early Childhood; Early Childhood with a Bilingual Extension; Childhood; or Childhood with a Bilingual Extension.~~

~~A student can acquire a New York State initial teaching certificate when he or she has successfully completed the following:~~

- ~~• all core and distribution requirements and~~
- ~~• a approved liberal arts major;~~
- ~~• a 12-credit Early Childhood and Childhood Education (ECCE) minor;~~
- ~~• a certification sequence of professional coursework;~~
- ~~• professional practice (student teaching and student teaching seminar);~~
- ~~• passing scores on required NYS teacher certification examinations: NYS LAST examination, NYS CST-Multiple Subjects examination, and NYS ATS-W examination; and~~
- ~~• mandatory training in child abuse identification and reporting [and] violence prevention.~~

~~NOTE: Changes in program requirements designated by the New York State Education Department for Teacher, Counselor, and/or Administrator certifications occur from time to time. As such, students are advised to consult the School of the Division of Education, Room B-33 of Carman Hall, to determine the most current program requirements for certification. Students not seeking an institutional recommendation but who intend to apply independently for certification should consult with a departmental adviser prior to registration so that a course of study fulfilling State requirements may be~~

~~planned. New York State may at some point end the independent transcript review route to certification. Students should consult the New York State Education Department website for updates or may check with the School of Education's Certification Office to determine if a change in this policy has been adopted.~~

~~Examination Requirements for Initial Certification~~

~~Students who seek the New York State initial teacher certification in Early Childhood or Childhood Education must pass three certification tests: the Literacy Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test-Multiple Subjects (CST-Multiple Subjects).~~

~~Students who wish to register for the 12-credit ECCE minor must have successfully completed College entrance requirements as well as English and math requirements and completed a declaration of major/minor form signed by an ECCE advisor.~~

The Department Minor

The required courses and credits in the ECCE minor are as follows:

ECE 300: Education in Historical, Political, and Sociocultural Contexts—Birth to Grade 6 (3 credits);

ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);

ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits); and

ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

Requirements for Professional Coursework

~~Professional coursework includes courses focusing on teaching a variety of content areas at the early-childhood level (Birth to Grade 2) or at the childhood level (Grades 1 to 6). Additionally, students can elect a program at either level with an integrated bilingual extension.~~

~~Students who plan to enter a teacher certification program in the Department must see an undergraduate adviser to obtain information regarding both the recommended general education sequence and approved liberal arts majors prior to their first Lehman registration. Students who wish to register for professional coursework in one of the four teacher certification sequences must meet the following requirements:~~

~~Completion of the College's general core and distribution requirements, with the following specifications and additions:~~

- ~~• Candidates must receive a C or better grade in each of the following course requirements:~~

~~*Arts Requirement:* One course in the Arts (Art history or music appreciation is recommended.);~~

~~*Math Requirement:* MAT 123 and 132, or math course] approved by ECCE [and math advisers];~~

~~*Science Requirement:* Eight credits of natural science with lab. (CHE 136, PHY 135, and/or GEO 166 are recommended.)~~

~~Declaration of an approved major for ECCE teacher education;
Completion of the 12-credit ECCE minor;
A minimum 2.75 overall index;~~

~~Completion of a written Departmental application for the certification sequence of choice; and~~

- ~~• Evidence of having registered for or taken the New York State LAST examination for advisement purposes.~~

Requirements for Professional Practice

~~Students who successfully complete the minor and the professional coursework in the certification sequences are eligible to register for professional practice (supervised student teaching) if the following requirements are met:~~

- ~~• Completion of the ECCE minor and professional coursework with a combined minimum 3.0 GPA;~~
- ~~• Completion of a recommended liberal arts and sciences major with a minimum 3.0 GPA; and~~
- ~~• Completion of a student teaching application.]~~

3. To:

The Department of Early Childhood and Childhood Education offers two options for a minor: (1) a minor for students who would like to seek teaching certification in Early Childhood or Childhood Education that allows them to complete pre-requisites for a master's program specifically designed for them that leads to a NYS teaching certification (OPTION 1) and (2) a minor for students who want an ECCE minor but do not intend on seeking NYS certification in Early Childhood or Childhood education (OPTION 2).

OPTION 1. ECCE Minors for Students Seeking NYS Teaching Certification

The Department of Early Childhood and Childhood Education offers undergraduate minor programs that allow students to complete many of the prerequisites required for graduate programs that lead to NYS initial teaching certification in:

Childhood Education (Grades 1-6)

Childhood Education (Grades 1-6) with a Bilingual Extension

Early Childhood Education

Early Childhood Education with a Bilingual Extension

These programs are referred to as "Minor to Master's" programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor's degree. Upon satisfactory completion of the minor, they may apply for a "fast track" 30 credit graduate program

specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.

Each Minor to Master's program is composed of four ECCE 300 level courses (12 credits), four 400 level courses (12 credits) completed during the senior year of the undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits).

Candidates who apply to a Minor to Master's program in the final semester of their junior year may be qualified to pursue either a 30 credit graduate program in Childhood Education with or without a Bilingual Extension or a 30 credit graduate program in Early Childhood Education with or without a Bilingual Extension.

Students interested in beginning a Minor to Master's program track in their senior year must complete the following coursework prior to applying to the program:

12 Credits of 300-Level ECCE Coursework:

ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);

ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits)

ECE 304 Foundations of Early Language and Literacy Development, Birth to Grade Two (3 credits)

ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

NOTE: ECE 301, ECE 302, and ECE 311 may be taken in any order; however, to register for ECE 304, students must declare the minor in Early Childhood and Childhood Education and have completed ECE 301.

A student must meet the following requirements to be admitted into one of two "Minor to Master's" tracks:

- Completion of ECE 301, ECE 302, ECE 304 and ECE 311 with minimum 3.0 grade point average
- Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,
- Submission of SAT or ACT scores
- Satisfactory completion of undergraduate 300 level minor courses and NY State liberal arts requirements,
- Two letters of recommendation, one must be from the student's ECE 304 instructor,
- An interview with program faculty and an interview in Spanish for students who will be taking the bilingual extension,

- An on-site writing sample in English and a Spanish writing sample for students who will be taking the bilingual extension, and
- Completion of the College's general education requirements,
- Completion of additional courses in the Liberal Arts and Sciences with a grade of C or better in each course. Some of these requirements can be met by completing courses that also fulfill general education requirements; students must consult with ECCE program coordinators for approved courses in each area:

Arts Requirement: One course in the Arts

Math Requirement: Two courses in Mathematics approved by an ECCE program coordinator

Science Requirement: Two courses in Natural Science

Social Science Requirement: Two courses in the Social Sciences

Foreign Language: Two semesters of the same foreign language or the equivalent (Note: American Sign Language can be used to meet this requirement in addition to any foreign language

English: Two courses in English (generally ENG 111 and 121 or equivalent)

Track 1: ECCE Minor For Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension.

12 Credits of 400 -Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 Issues in Bilingualism (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages (3 credits)

DEC 436 Art Methods for Childhood, Grades 1-6 (3 credits)

DEC 437 Methods of Math, Grades 1-6 (3 credits)

Track 2: ECCE Minor For Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension.

12 Credits of 400-Level ECCE Coursework: The following courses are to be taken In the senior year:

ECE 435 Issues in Bilingualism (3 credits)

ECE 427 Methodology of Teaching English to Speakers of Other Languages (3 credits)

ECE 436 The Young Child and the Arts, Birth to Grade (3 credits)

ECE 438 The Young Child and Music, Birth to Grade 2 (3 credits)

NOTE: Both tracks require that students take the NYS ASLT (Academic Skills Literacy Test) during the first semester of the 400 level sequence.

OPTION 2. ECCE Minor for Students Not Seeking NYS Teaching Certification in through a Minor to Master's program

Students who wish to register for the 12-credit ECCE minor and are not interested in pursuing a teacher certification program can complete the following:

- ECE 300: Education in Historical, Political, and Sociocultural Contexts—Birth to Grade 6 (3 credits)*
- ECE 301: The Child in Context: Child Study and Development—Birth to Grade 6 (3 credits);
- ECE 302: Child, Family, Community, and Schools in Sociocultural Contexts—Birth to Grade 6 (3 credits); and
- ECE 311: The Teaching Profession—Birth to Grade 6 (3 credits).

*NOTE: If a student has completed ECE 304, the student does not need to complete ECE 300 to satisfy the Option 2 Minor.

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

- Students will be permitted to use ECE 304 to meet 3 credits toward the Option 2 minor if they initially took this course and do not pursue or are not admitted into a Minor to Masters 400 level course sequence.
- The “Minor to Master’s” programs will replace the existing undergraduate certification sequence programs, because the existing program leading to initial certification in Early Childhood Education do not fully address the new NY State requirements for teacher certification, nor do they fully prepare candidates to meet classroom performance expectations for first year teachers.
- Students in the minor to masters program will form cohorts who will be assigned advisors who can support them in their preparation over the course of three years. This extended time frame is particularly important for students who are challenged by new testing demands, which are part of NYS certification requirements.
- Students in the Minor to Master’s programs will be fast tracked, completing teaching certification in less time and at less cost than students completing a traditional graduate program because many prerequisite NYS certification requirements are met through the undergraduate programs. As a result, a 30 credit master’s is required to complete certification as opposed to 40 or more credits.
- As part of the New York State requirements, this new program includes a stronger emphasis in course work in addressing the needs of English language learners and children with special needs as well as more rigorous preparation in

mathematics, a priority articulated by the NYS Commissioner of Education. Additionally, the course work embedded in this program can lead to a bilingual extension (a teacher shortage area in NYS) without having to take any additional courses. The graduate portion of the program will include half of all requirements for an advanced certificate in special education (a teacher shortage area in NYS).

- Many of the changes incorporated in the revised programs are based on what has been learned from a five year federal grant (MATH UP) that provided resources for the department to explore more effective ways of preparing elementary teachers.
- ECE 304 has been added to the ECCE minor in order to meet the six credit literacy requirement for NYS teaching certification and to better prepare candidates for the new performance based edTPA which requires demonstrated ability in literacy planning, instruction, and assessment.
- Option 2: a general ECCE minor will continue to be available to students who wish to a 12 credit concentration in Early Childhood and Childhood Education and wish for this to appear on their transcript. Students who might seek this option would be students seeking other certifications or licenses that require 12 credits of educational coursework such as those seeking a TSSLD license upon completing a graduate program in that discipline.

5. Date of Department Approval: October 22, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 304 (3 hours, 3 credits)
Course Title	Foundations of Early Language and Literacy Development, Birth to Grade Two
Description	Research and theory of the relationship between language acquisition and emergent/early literacy development in children from infancy to age eight. Emphasis on children's language and literacy development in multicultural, multilingual home and educational settings. Includes the study of language development for children with special needs. Requires a minimum of 15 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	Prerequisite: ECE 301 and Declaration of ECCE Minor
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	_____ Creative Expression _____ Individual and Society _____ Scientific World
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3. Rationale:

ECE 304 has been added to the ECCE minor in order to meet the six credit literacy requirement for NYS teaching certification and to better prepare candidates for the new performance based edTPA which requires demonstrated ability in literacy planning, instruction, and assessment. ECE 301 has been added as a pre-requisite in order that instruction in language and literacy development can build on the general skills of child observation and development learned in ECE 301.

4. Academic Objectives:

Students will:

- Understand the process of emergent and early literacy acquisition/development.
- Understand oral language acquisition in children from birth through second grade and how this process informs emergent/early reading and emergent/early writing.
- Understand how language and literacy develop in young multilingual children and children with special learning needs including gifted children.
- Understand the impact of new media and technology on children's literacy development.
- Use various observation-based approaches to study literacy development in young children.
- Develop knowledge of various ways of assessing literacy and language development.
- Develop a knowledge base grounded in research on language and literacy acquisition and learning that includes family as partners.
- Become familiar with the NYS Core Competencies for early Childhood Educators that support language and literacy development, Common Core Language Arts Standards for PreK, and the K-2 Foundational Skills.
- Demonstrate knowledge of NAEYC position papers on reading and writing.
- Demonstrate knowledge of programs and policies that support ethical and moral dispositions towards literacy learning for multilingual, multicultural children.

5. Date of Departmental Approval: April 9, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART Methods
Course Prefix & Number	ECE 436
Course Title	The Young Child and the Arts, Birth to Grade 2
Description	Exploration of ways in which young children, including young children who are learning English as a second language, and young children with special needs, develop aesthetic appreciation of and experiences in the arts in family, neighborhood, early care, and school settings. Documentation and assessment of children's artistic development and expressions of ideas through art using multiple artistic modalities. Integration of appropriate technology tools consistent with National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations and development of an academic portfolio. 10 hours of fieldwork required.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Early Childhood Education or Early Childhood Education with a Bilingual Extension
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

3. Rationale: This course will be part of the requirements for the new Minor to Masters program in Early Childhood Education that leads to initial certification birth-grade 2. As part of the New York State requirements, this course is designed to address children's artistic development and expressions of ideas through art using multiple artistic modalities. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Student Outcomes expected upon Completing Course: Students who successfully complete the course will be expected to evidence Beginning, Developing, or Proficient Competencies as they demonstrate:

(Knowledge)

- Understanding of the key concepts and procedures of art education in early childhood that support the NAEYC standards.
- Understanding of interdisciplinary approaches as well as problem solving strategies inherent in art education for young children.

- Knowledge of informal assessment techniques as related to art development in young children.

(Skills)

- Ability to observe, describe, document, and assess young children's development in art
- Ability to select, evaluate, and interpret informal and standardized assessments related to art development in young children and to communicate the results of these assessments for all young children including those who speak English as a second language, as well as those with special needs and served through IEP and IFSP processes
- Ability to analyze technical, communication and visual literacy skills embedded in art production tasks
- Ability to implement a variety of problem-solving strategies and approach problem-solving using alternative strategies which reflect age-appropriate processes and multiple assessment strategies in art education
- Ability to identify classroom learning/teaching problems in art education in an early childhood program
- Ability to adapt strategies, including multidisciplinary strategies and environments to meet the needs of all young children
- Ability to integrate IEP and IFSP processes in the teaching of art
- Ability to involve families as meaningful participants and decision makers related to the development and learning of their children
- Ability to use media and technology to further study and research related to art education
- Ability to conduct action research related to art education in early childhood education

(Dispositions)

- Affirmation, respect and caring for culturally and linguistically diverse young children as well as those with a wide array of other special needs, support home language preservation, promote anti-bias approaches through the creation of learning environments and experiences as related in art
- Affirmation and caring and respect for culturally diverse families and their role in supporting the development and learning of young children
- Journal/portfolio that examines the on-going development of personal attitudes, skills and knowledge in the learning and teaching of art in early childhood

5. **Date of Departmental Approval:** October 22, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	MUSIC Methods
Course Prefix & Number	ECE 438
Course Title	The Young Child and Music, Birth to Grade 2
Description	Exploration of ways in which young children, including young children who are learning English as a second language, and young children with special needs, develop music appreciation and learn to create music in family, neighborhood, early care, and school settings. Documentation and assessment of children's musical development and expressions of ideas through music. Integration of appropriate technology tools consistent with National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations and development of an academic portfolio. Note: 10 hours of fieldwork required.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Early Childhood Education or Early Childhood Education with a Bilingual Extension
Credits	3

Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale: This course will be part of the requirements for the new Minor to Masters program in Early Childhood Education that leads to initial certification birth-grade 2. As part of the New York State requirements, this course is designed to address children's artistic development and expressions of ideas through using multiple artistic modalities, in this case, music. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Student Outcomes expected upon Completing Course: Students who successfully complete the course will be expected to evidence Beginning, Developing, or Proficient Competencies as they demonstrate:

(Knowledge)

- Understanding of the key concepts and procedures of music education in early childhood that support the NAEYC standards.
- Understanding of interdisciplinary approaches as well as problem solving strategies inherent in music education for young children.
- Knowledge of informal assessment techniques as related to music development in young children.

(Skills)

- Ability to observe, describe, document, and assess young children's development in music
- Ability to select, evaluate, and interpret informal and standardized assessments related to music development in young children and to communicate the results of these assessments for all young children including those who speak English as a second language, as well as those with special needs and served through IEP and IFSP processes
- Ability to analyze technical, communication and musical skills embedded in musical production tasks
- Ability to implement a variety of problem-solving strategies and approach problem-solving using alternative strategies which reflect age-appropriate processes and multiple assessment strategies in music education
- Ability to identify classroom learning/teaching problems in music education in an early childhood program
- Ability to adapt strategies, including multidisciplinary strategies and environments to meet the needs of all young children
- Ability to integrate IEP and IFSP specifications in the teaching of music
- Ability to involve families as meaningful participants and decision makers related to the development and learning of their children
- Ability to use media and technology to further study and research related to music education
- Ability to conduct action research related to music education in early childhood education

(Dispositions)

- Affirmation, respect and caring for culturally and linguistically diverse young children as well as those with a wide array of other special needs, support home language preservation, promote anti-bias approaches through the creation of learning environments and experiences related to music
- Affirmation and caring and respect for culturally diverse families and their role in supporting the development and learning of young children

- Journal/portfolio that examines the on-going development of personal attitudes, skills and knowledge in the learning and teaching of music in early childhood

5. **Date of Departmental Approval:** October 22, 2014

**LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	ART METHODS
Course Prefix & Number	DEC 436
Course Title	Art Methods in Childhood, Grades 1-6
Description	Exploration of ways in which children, including children who are learning English as a second language, and children with special needs, develop aesthetic appreciation and experiences in the arts in school settings. Documentation and assessment of children's artistic development and expressions of ideas through art using multiple artistic modalities to meet national and state standards. Note: Ten hours of fieldwork required in childhood settings with diverse populations and development of a portfolio.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Childhood Education or Childhood Education with a Bilingual Extension
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. Rationale: This course will be part of the requirements for the new Minor to Masters program in Childhood Education w that leads to initial certification in grades 1-6 with our without a bilingual extension. As part of the New York State requirements, this course is designed to address children's artistic development and expressions of ideas through art using multiple artistic modalities. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Student Outcomes expected upon Completing Course: Students who successfully complete the course will be expected to evidence Beginning, Developing, or Proficient Competencies as they demonstrate:

(Knowledge)

- Understanding of the key concepts and procedures of art education in early childhood that support the ACEI standards.
- Understanding of interdisciplinary approaches as well as problem solving strategies inherent in art education for children.
- Knowledge of informal assessment techniques as related to art development in children.

(Skills)

- Ability to observe, describe, document, and assess children's development in art
- Ability to select, evaluate, and interpret informal and standardized assessments related to art development in children and to communicate the results of these assessments for all children including those who speak English as a second language, as well as those with special needs and served through IEP and IFSP processes
- Ability to analyze technical, communication and visual literacy skills embedded in art production tasks
- Ability to implement a variety of problem-solving strategies and approach problem-solving using alternative strategies which reflect age-appropriate processes and multiple assessment strategies in art education

- Ability to identify classroom learning/teaching problems in art education in a childhood program
- Ability to adapt strategies, including multidisciplinary strategies and environments to meet the needs of all children
- Ability to integrate IEP and IFSP processes in the teaching of art
- Ability to involve families as meaningful participants and decision makers related to the development and learning of their children
- Ability to use media and technology to further study and research related to art education

(Dispositions)

- Affirmation, respect and caring for culturally and linguistically diverse children as well as those with a wide array of other special needs, support home language preservation, promote anti-bias approaches through the creation of learning environments and experiences as related in art
- Affirmation and caring and respect for culturally diverse families and their role in supporting the development and learning of children
- Journal/portfolio that examines the on-going development of personal attitudes, skills and knowledge in the learning and teaching of art in childhood

5. **Date of departmental approval:** October 22, 2014

**LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. Type of Change: New Course

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Math Methods in Childhood, Grades 1-6
Course Prefix & Number	DEC 437
Course Title	Methods of Math in Childhood Settings, Grades 1-6
Description	Exploration of the diverse ways in which children, including children who are learning English as a second language, and children with special needs develop an understanding of mathematical concepts family, community, and school settings. Study of approaches to assessment and documentation of children's development in mathematics to insure continuous development of problem-solving processes and expression of ideas in mathematics. Integration of inquiry-based methods, appropriate manipulatives and technology tools consistent with national and state standards. Note: Ten hours of fieldwork required in childhood settings with diverse populations and the development of an academic portfolio.
Pre/ Co Requisites	PREREQ: Admission to a Minor to Master's track in Childhood Education or Childhood Education with a Bilingual Extension
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. Rationale: This course will be part of the requirements for the new Minor to Master's program in Childhood Education that leads to initial certification in grades 1-6 with or without a bilingual extension. As part of the New York State requirements, this course is designed to address children's mathematical development and expressions of ideas through math using multiple modalities. It includes the integration of appropriate technology tools consistent with National and State Standards and emphasizes meeting the needs of children with disabilities and the needs of English language learners.

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

Upon completion of the course, the candidate will be able to:

- Appreciate the nature, history, and philosophy of mathematics education, including major concepts, principles, theories, technological and social applications, and research related to the construction of learning opportunities that support development, acquisition of knowledge, and motivation in early childhood and elementary mathematics.
- Comprehend the constructivist approach to teaching and learning, how children learn mathematics, and effective teaching practices based on knowledge of individual and group motivation and behavior to foster active engagement in learning, self-motivation, and positive social interaction that create supportive learning environments.
- Design and teach developmentally-appropriate constructivist mathematics inquiry-based hands-on/minds-on lessons that take into account children's prior knowledge and individual/cultural differences.
- Identify and apply a variety of pedagogical and assessment strategies that build on a child's natural curiosity and encourage children's development of critical thinking, problem solving, habits of mind, and performance skills as related to mathematics..

- Become a reflective practitioner in analyzing their practice in light of ethical standards, research on teaching and learning, and resources available for professional learning.
- Value the importance and complex characteristics of children's families and communities and identify ways to support families and utilize community resources to supplement the child's development and understanding in mathematics

5. **Date of departmental approval:** October 22, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in Context: Child Study and Development—Birth to Grade 6.
Description	<i>3 hours, 3 credits.</i> Study of theories of development and learning from birth through childhood and their application to early childhood, childhood, bilingual, and inclusive settings. Emphasis on child observation and study in multicultural, multilingual settings, and language acquisition in first and second languages. Use of media and technology as appropriate. <i>Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.</i>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 301
Course Title	The Child in Context: Child Study and Development—Birth to Grade 6.
Description	Study of theories of development and learning from birth through childhood and their application to early childhood, childhood, bilingual, and inclusive settings. Emphasis on child observation and study in multicultural, multilingual settings, and language acquisition in first and second languages. <u>Note: Requires a minimum of 15 hours of field work in home and educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<ul style="list-style-type: none">_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Requirement for increased fieldwork hours address the need for more clinical experiences and assignments that will better prepare candidates for teaching in urban educational settings.

5. **Date of departmental approval:** April 9, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6.
Description	<i>3 hours, 3 credits.</i> Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. <i>Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.</i>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 302
Course Title	Children, Families, Communities, and Schools in Sociocultural Contexts—Birth to Grade 6.
Description	Study of the sociocultural contexts of urban communities, schools, and community-based organizations and the impact of these contexts on children. Emphasis on how schooling is perceived by children, families, and communities. Use of media and technology as appropriate. Note: Requires <u>a minimum of 15 hours of field work in community and educational settings</u> with diverse populations and contrasting social and economic environments.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

	<ul style="list-style-type: none">_____ US Experience in its Diversity_____ Creative Expression_____ Individual and Society_____ Scientific World
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4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Requirement for increased fieldwork hours address the need for more clinical experiences and assignments that will better prepare candidates for teaching in urban educational settings.

5. **Date of departmental approval:** April 9, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in course number and description

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 3030
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six.
Description	Sociolinguistic and psycholinguistic foundations and theories of first and second language acquisition in bilingual early childhood and childhood educational contexts. Includes the study of assessments of oral language and literacy proficiency of bilingual children in educational contexts.
Pre/ Co Requisites	PREREQ: Admission to an ECCE undergraduate certification sequence.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Early Childhood and Childhood Education
Course Prefix & Number	ECE 435
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six.
Description	Sociolinguistic and psycholinguistic foundations and theories of first and second language acquisition in bilingual early childhood and childhood educational contexts. Includes the study of assessments of oral language and literacy proficiency of bilingual children in educational contexts.
Pre/ Co Requisites	PREREQ: <u>Admission to an Early Childhood or Childhood Minor to Master's track.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The course number has been changed because the course will become part of a set of senior level courses that can only be taken by individuals admitted to one of the new Minor to Master's senior level course tracks. The undergraduate ECCE certification sequences are being eliminated so the prerequisite has been changed to reflect the course's role in the new Minor to Master's tracks.

5. **Date of departmental approval:** October 22, 2014

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in Course Description & Prerequisites

2. **From:**

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of teachers and the diverse roles they assume in urban schools. Work with teachers in developing children's multiple literacies, including linguistic, mathematical, technological, artistic, and musical, with an emphasis on how children use oral and written language to communicate and construct meaning; emphasis on how communities of learners are created. Use of media and technology as appropriate. Note: Requires visits to early childhood and childhood settings with diverse populations and contrasting social and economic environments and the development of an academic portfolio.
Pre/ Co Requisites	PREREQ: [Successful completion of at least six credits in the ECCE minor.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

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

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Education
Course Prefix & Number	ECE 311
Course Title	The Teaching Profession—Birth to Sixth Grade
Description	Study of the professional lives of <u>early childhood and childhood teachers in urban settings. Study of teachers' responsibilities in meeting the needs of specific populations of children including children with special needs, English language learners, and gifted learners. Exploration of how teachers design learning environments and programs that support healthy development, self management, and cooperation. Approaches used to evaluate teacher effectiveness. NOTE: Requires a minimum of 15 hours of field work in educational settings with diverse populations and contrasting social and economic environments.</u>
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The revised course description incorporates important changes in the profession that include teacher accountability in having a positive impact on the learning of a diverse range of learners. New course content will include important NYS teacher performance criteria related to educating all learners and will include field-based tasks to expose candidates to the teaching expectations outlined in the NYS edTPA. It will also include a required emphasis on planning. Increased fieldwork addresses the need for increasing clinical experiences and assignments that will help candidates begin to develop the language for evaluating effective teaching in urban settings.

Students will no longer be required to take 6 credits of other ECCE coursework prior to taking this course because it will be open to anyone interested in understanding more about the teaching profession and the roles and responsibilities of being a teacher.

5. Date of departmental approval: April 9, 2014

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

Department of Middle and High School Education

Curriculum Change

Hegis # : Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

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

~~Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Health, Mathematics, Science)~~

~~Certification Sequence~~

~~Sequences have been designed for students wishing certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.~~

~~To enroll in a special methods course, the student must have completed 60 undergraduate credits (or have earned an associate's degree) and must have declared a major in a certification area.~~

~~To enter student teaching, students must have passed the teaching of a subject course with a minimum grade of B and have indices of 3.0 in education and 2.7 in the major. For an institutional recommendation for State certification, students must have earned a B or above in student teaching and must have completed the College/State-approved sequence for the respective subject area.~~

~~Students must complete the appropriate subject area method courses (ESC 410-462). To register for these courses, ESC 301, 302, 429, and 409 must be completed with a combined index of 3.0 or better; an overall index of 2.7 must be maintained; and scores must be submitted on the NYS LAST Teacher Certification examination. In addition, at least 50 percent of the requirements for the major in the area of certification must be completed.~~

~~Students must complete ESC 470 (Student Teaching in the Middle Grades and High~~

~~School Grades), ESC 463 (Special Needs Students) and ESC 471 (Student Teaching Seminar) and submit their scores on the NYS ATS-W and CST to the Office of Teacher Certification.~~

3. To:

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science, and Social Studies)*

The Certification Sequence (13-16 credits)

Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Literacy Skills Test (ALST).

The Certification Sequence comprises four additional ESC courses (13 credits)¹: two (7 credits) in teaching methods and two (6 credits) in the Student Teaching Experience.

Teaching Methods and/or Special Needs Students

A teaching methods course ESC 410-462 (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶ and/or ESC 463 (3 credits) Special Needs Education.

Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

ESC 470 (3 credits) Student Teaching in the Middle and High School

ESC 471 (3 credits) Student Teaching Seminar

Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.
2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).
5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.

¹Art candidates earn K-12 certification, and therefore complete ECE 350 (3 credits), ESC 414 (4 credits), and one additional ESC course in consultation with the education adviser.

²English candidates complete ESC 410 and ESC 422.

³Foreign language candidates complete ESC 424 and ESC 462.

⁴Math candidates complete ESC 432 and ESC 4480.

⁵Science candidates complete ESC 419 and ESC 467.

⁶Social studies candidates complete ESC 433 and ESC 434.

*The Health program has been discontinued and will not accept future applicants.

4. Rationale:

We made the Minor inclusive for all Lehman students, and simplified admission into the certification sequence by establishing a minimum cumulative GPA requirement of 3.0. All accredited education programs in the United States are required to institute this GPA standard. Furthermore, the entire bulletin description was rewritten to simplify and clearly describe the process.

5. Date of departmental approval: May 8, 2014

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

Department of Middle and High School Education

Curriculum Change

Hegis # : Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

2. **Type of Change:** Admission Requirements

2. **From:**

~~Middle and High School Education (12 Credit Minor)~~

~~The Department of Middle and High School Education offers a 12 credit minor. This minor partially satisfies requirements for New York State Certification.~~

~~To be eligible for a minor in Middle and High School Education, students must:~~

- ~~• File an application with the undergraduate adviser in the Department of Middle and High School Education.~~
- ~~• Have an overall college index of 2.7.~~
- ~~• Complete ENG 120 and COM 100 with a grade of 3.0 or better or an alternate course chosen in consultation with the advisor.~~

The required minor courses are:

~~ESC 301: Psychological Foundations of Middle and High School (15 hours of fieldwork required, 3 credits)~~

~~ESC 302: Social Foundations of Education: A Multicultural Perspective (15 hours of fieldwork required, 3 credits)~~

~~ESC 409: Instructional Strategies for Middle and High School (20 hours of fieldwork required** 3 credits)~~

~~ESC 429: Teaching Language, Literacy, and Educational Technology (20 hours of fieldwork required* 3 credits)~~

~~*Foreign Language students should take ESC 424 or ESC 462 instead of ESC 429.~~

~~**Social Studies students should take ESC 433 or 434 instead of ESC 409.~~

~~**English students should take ESC 410 or 422 instead of ESC 409.~~

~~**Mathematics students should take ESC 432 or 4480 instead of ESC 409.~~

~~**Science students should take ESC 419 or 467 instead of ESC 409.~~

3. To:

Middle and High School Education Minor (12-13 Credits)*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification¹.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

ESC 463 (3 credits) Special Needs Education or a teaching methods course ESC 410-462 (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶

Students who wish to earn New York State 7-12 certification¹ must additionally qualify for, and then complete the Certification Sequence.

¹Art candidates earn K-12 certification, and therefore complete ECE 350 (3 credits), ESC 414 (4 credits), and one additional ESC course in consultation with the education adviser.

²English candidates complete ESC 410 and ESC 422.

³Foreign language candidates complete ESC 424 and ESC 462.

⁴Math candidates complete ESC 432 and ESC 4480.

⁵Science candidates complete ESC 419 and ESC 467.

⁶Social studies candidates complete ESC 433 and ESC 434.

*The Health Education program has been discontinued and will not accept future applicants.

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

Reflecting the inclusive nature of the School of Education, the Department of Middle and High School Education (MHSE) has opened the Minor to all Lehman students interested in learning about urban education. Furthermore, the entire bulletin description was rewritten to simplify and clearly describe the process.

5. Date of departmental approval: May 8, 2014

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

Department of Middle and High School Education

Curriculum Change

Hegis # : Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

3. Type of Change: Admission Requirements

2. From:

~~Entrance, Continuation, and Exit Conditions for the Education Minor~~

~~*To enter the program, students must:*~~

- ~~1. Pass all CUNY skills tests.~~
- ~~2. Pass English 120 and Speech 100 with a grade of B or better.~~
- ~~3. Declare a major in the area of certification.~~

~~*To continue in the program, students must:*~~

- ~~1. Complete ESC 301 and ESC 302 with a combined index of 3.0 or better.~~
- ~~2. Complete ESC 429 and ESC 409. To register for either course, an index of 3.0 or better in ESC courses and an overall index of 2.7 or better are required.~~

~~*To exit the program and receive Lehman College's recommendation for New York State Teacher Certification, students must:*~~

- ~~1. Complete all course requirements as outlined above.~~
- ~~2. Complete student teaching with a grade of B or better in each course.~~
- ~~3. Complete the major in the area of certification with an index of 2.7 or better.~~
- ~~4. Complete all degree requirements with an index of 2.7 or better.~~
- ~~5. Complete one year of college-level study of a language other than English.~~
- ~~6. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.~~
- ~~7. Complete all required NYS arts and science requirements.~~
- ~~8. Individuals seeking certification in foreign languages must submit scores from the ACTFL Oral Proficiency Interview (OPI).~~

3. To:

Entrance, Continuation, and Exit Conditions for the Certification Sequence*

The Certification Sequence (13-16 credits)

Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Skills and Literacy Test (ALST).

The Certification Sequence comprises four additional ESC courses¹, two in teaching methods and two in the Student Teaching Experience.

Teaching Methods and/or Special Needs Students

A teaching methods course ESC 410-462 (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶ and/or ESC 463 (3 credits) Special Needs Education.

ESC 410-462 (4 credits) teaching methods for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶

Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

ESC 470 (3 credits) Student Teaching in the Middle and High School

ESC 471 (3 credits) Student Teaching Seminar

Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (2 college-level courses) in each of the following four Liberal

Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.

2. Complete two semesters of college-level study of a language other than English.

3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).

4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).

5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.

¹Art candidates earn K-12 certification, and therefore complete ECE 350 (3 credits), ESC 414 (4 credits), and one additional ESC course in consultation with the education adviser.

²English candidates complete ESC 410 and ESC 422.

³Foreign language candidates complete ESC 424 and ESC 462.

⁴Math candidates complete ESC 432 and ESC 4480.

⁵Science candidates complete ESC 419 and ESC 467.

⁶Social studies candidates complete ESC 433 and ESC 434.

*The Health program has been discontinued and will not accept future applicants.

4. Rationale:

We made the Minor inclusive for all Lehman students, and simplified admission into the certification sequence by establishing a minimum cumulative GPA requirement of 3.0. All accredited education programs in the United States are required to institute this GPA standard. Furthermore, the entire bulletin description was rewritten to simplify and clarify the process.

5. Date of departmental approval: May 8, 2014

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

Department of Middle and High School Education

Curriculum Change

Hegis # : Art 1002; English 1501; Foreign Language 1105; Health 0837; Mathematics 1701; Biology 0401; Chemistry 1905; Geology 1914; Physics 1902; Social Studies 2205

Program Code: Art 25929; English 25935; Foreign Language 25938; Health 25952; Mathematics 25939; Biology 25940; Chemistry 25941; Geology 32668; Physics 25942; Social Studies 31964

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

2. **From:**

~~Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Health, Mathematics, Science)~~

~~Students pursuing teacher education must enter a formal program leading to a Lehman College recommendation for teacher certification, and then satisfy the specific requirements, often in a particular sequence. The entrance, continuation, and exit conditions listed below describe the procedures that need to be followed.~~

~~Secondary Education Requirements~~

~~Credits (26-30) in the following courses:~~

~~3 ESC 301~~

~~3 ESC 302~~

~~4 ESC 409**~~

~~3 ESC 429*~~

~~4-8 ESC 410-462~~

~~3 ESC 463~~

~~3 ESC 470 (Student Teaching)~~

~~3 ESC 471 (Student Teaching Seminar)~~

~~*Foreign Language students should take ESC 424 or ESC 462 instead of ESC 429.~~

~~**Social Studies students should take ESC 433 or 434 instead of ESC 409.~~

~~Entrance, Continuation, and Exit Conditions~~

~~To enter the program, students must:~~

- ~~1. File an application with the undergraduate advisor in the Department of Middle and High School Education;~~
- ~~2. Complete the education minor courses with a combined index of 3.0 or better in ESC 301, 302, 429, and 409 (or alternate minor courses for Foreign Language and Social Studies candidates);~~
- ~~3. Have an overall college index of 2.7;~~
- ~~4. Complete Eng 120 and COM 100 with a grade of 3.0 or better or an alternate course chosen in consultation with the advisor.~~
- ~~5. Must have declared a major in the area of certification.~~

~~After entering the program, students must:~~

- ~~1. Consult with an education adviser;~~
- ~~2. Submit scores on the NYS LAST Teacher Certification examination;~~
- ~~3. Complete the appropriate subject area method course(s) (ESC 410-462).~~

~~To be eligible to enroll in Student Teaching (ESC 470) and ESC 471 (Student Teaching Seminar) students must:~~

- ~~1. Complete all education courses with a combined index of 3.0 or better.~~
- ~~2. Complete each Education methods course with a 3.0 or better.~~
- ~~3. Submit scores on the NYS ATS-W, and CST Teacher Certification Examinations to the certification officer.~~
- ~~4. Must have successfully completed at least 75 percent of the requirements for the major in the area of certification with a GPA index of a 2.70 or better~~

~~To exit the program and receive Lehman College's recommendation for New York State Teacher Certification:~~

- ~~1. Complete all course requirements as outlined above.~~
- ~~2. Complete student teaching with a grade of B or better.~~
- ~~3. Complete ESC 463 (to be taken during student teaching) **and** ESC 471 (Student Teaching Seminar) with a grade of 3.0 or higher in each course~~
- ~~4. Complete the major in the area of certification with an overall index of 2.7 or better.~~
- ~~5. Complete all degree requirements with an overall college index of 2.7 or better.~~
- ~~6. Complete one year of college-level study of a language other than English.~~
- ~~7. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.~~
- ~~8. Complete all required NYS liberal arts and science requirements.~~
- ~~9. Individuals seeking certification in foreign languages must submit scores for the ACTFL OPI (oral proficiency interview).~~

~~Additional requirements for undergraduate Middle School and High School Teacher~~

~~Candidates in Social Studies:~~

~~Entrance Requirements~~

- ~~1. Declare a major in History~~
- ~~2. Meet with social studies education program coordinator.~~

~~Continuation and Exit Requirement~~

~~Successfully complete at least one 3-credit undergraduate course in each of the following social science areas: Anthropology, Sociology, Geography, Political science, Economics, and Psychology~~

3. To:

Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science, and Social Studies)*

The Middle and High School Education Minor is open to all Lehman students. The minor consists of four courses: ESC 301, ESC 302, ESC 429, and a fourth ESC course chosen in consultation with the education adviser. A student may graduate with the Minor, or may continue beyond with the Certification Sequence leading to New York State grades 7-12 teacher certification¹.

Students aspiring to the Certification Sequence must declare a specific major in art, English, math, science, history, Spanish, French, or Italian together with a minor in Middle and High School Education.

MHSE Minor (12-13 credits)

The Minor presents an opportunity for all Lehman students to engage with the issues, knowledge and skills of teaching and learning in urban middle and high schools, but does not grant a teaching credential.

ESC 301 (3 credits) Psychological Foundations of Middle and High School

ESC 302 (3 credits) Social Foundations of Education: A Multicultural Perspective

ESC 429 (3 credits) Language and Literacies Acquisition in Secondary Education

ESC 463 (3 credits) Special Needs Education or a teaching methods course ESC 410-462 (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶

Students who wish to earn New York State 7-12 certification¹ must additionally qualify for, and then complete the Certification Sequence.

The Certification Sequence (13-16 credits)

Entrance

In order to continue beyond the Minor and into the Certification Sequence as a teacher candidate, the student must meet the following criteria:

1. Enter the Certification Sequence with a minimum overall GPA of 3.0;
2. Complete half of the major courses; and
3. Submit the Declaration of Academic Plan and Sub-plan (Leading to Teacher Certification) to the education adviser.

Continuation

Teacher candidates must maintain a minimum overall GPA of 3.0 and achieve a passing score on the Academic Skills and Literacy Test (ALST).

The Certification Sequence comprises four additional ESC courses¹, two in teaching methods and two in the Student Teaching Experience.

Teaching Methods and/or Special Needs Students

A teaching methods course ESC 410-462 (4 credits) for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶ and ESC 463 (3 credits) Special Needs Education.

ESC 410-462 (4 credits) teaching methods for art¹, English², foreign language³, math⁴, science⁵, and social studies⁶

Student Teaching Experience and Seminar

Before entering the student teaching experience, candidates should submit passing scores from the EAS (Educating All Students) and CST (Content Specialty Test) certification tests.

ESC 470 (3 credits) Student Teaching in the Middle and High School

ESC 471 (3 credits) Student Teaching Seminar

Exit

In addition to completing the above ESC course requirements, the candidate must complete the following additional requirements to exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. All candidates seeking New York State Teacher Certification must have a minimum of 6 credits (two college-level courses) in each of the following four Liberal Arts and Science subject areas: Mathematical Processes, Scientific Processes, Concepts in Historical and Social Sciences, and English/Literature.

2. Complete two semesters of college-level study of a language other than English.
3. Complete three State-mandated workshops on (a) Child Abuse Identification and Reporting; (b) School Violence Intervention and Prevention; and (c) Dignity for All Students Act (DASA).
4. Foreign language candidates must complete courses 3180 and 3190 in their language majors, and pass the ACTFL OPI (oral proficiency interview).
5. Social studies teacher candidates must additionally complete 3-credit courses (for a total of 24 credits) with grades of C or better in each of the following social science disciplines: Anthropology, Economics, European or World History, Geography, Political Science, Psychology, Sociology, and U.S. History.

¹Art candidates earn K-12 certification, and therefore complete ECE 350 (3 credits), ESC 414 (4 credits), and one additional ESC course in consultation with the education adviser.

²English candidates complete ESC 410 and ESC 422.

³Foreign language candidates complete ESC 424 and ESC 462.

⁴Math candidates complete ESC 432 and ESC 4480.

⁵Science candidates complete ESC 419 and ESC 467.

⁶Social studies candidates complete ESC 433 and ESC 434.

*The Health program has been discontinued and will not accept future applicants.

4. Rationale:

Reflecting the inclusive nature of the School of Education, the Department of Middle and High School Education (MHSE) has opened the Minor to all Lehman students interested in learning about urban education. Furthermore, the entire bulletin description was rewritten to simplify and clearly describe the process. And finally, all accredited teacher education programs in the United States are required to institute a minimum 3.0 GPA.

5. Date of departmental approval: May 8, 2014

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

Department of Middle and High School Education

Curriculum Change

Hegis # 2205.00

Program Code: 31964

1. Type of Change: Admission Requirements

2. From:

~~Program Requirements for Undergraduate Secondary Teacher Education in Social Studies~~

~~Students majoring in History who are interested in getting their certification in teaching social studies at the secondary level can take the following sequence of required courses in addition to required courses for their History major. Upon successful completion, the students will be recommended by Lehman College for certification by the New York State Department of Education.~~

~~Required Courses: 44 credits in total~~

~~26 credits in the following required ESC courses:~~

~~3 credits in ESC 301: Psychological Foundations of Education~~

~~3 credits in ESC 302: Historical Foundations of Education~~

~~3 credits in ESC 429: Language, Literacy, and Technology~~

~~4 credits in ESC 433: Teaching World History to Middle and High School Students~~

~~4 credits in ESC 434: Teaching U.S. History to Middle and High School Students~~

~~3 credits in ESC 470: Supervised Student Teaching~~

~~3 credits in ESC 463: Special Needs Students~~

~~3 credits in ESC 471: Student Teaching Seminar~~

~~18 credits: One undergraduate course in each of the following social science areas:~~

~~3 credits: Anthropology~~

~~3 credits: Sociology~~

~~3 credits: Geography~~

~~3 credits: Political science~~

~~3 credits: Economics~~

~~3 credits: Psychology~~

~~Courses must be chosen in consultation with the coordinator of the social studies program.~~

~~Entrance, Continuation, and Exit Conditions~~

~~To enter the program, students must:~~

- ~~1. Pass all CUNY skills tests.~~
- ~~2. Pass COM 100 with a grade of B or better.~~
- ~~3. Declare a major in History.~~
- ~~4. Meet with the social studies program education coordinator.~~

~~To continue in the program, students must:~~

- ~~1. Complete all courses with a combined index of 2.7 or better.~~
- ~~2. Complete ESC 433 and ESC 434 with a combined index of 3.0 or better.~~
- ~~3. Take LAST, TS-W, and CST exams and submit scores to the Office of the Dean of Education.~~
- ~~4. Take one course in each the following social science disciplines: political science, economics, geography, psychology, sociology, and anthropology.~~
- ~~5. Complete ESC 470 (Student Teaching in the Middle Grades and High School Grades), ESC 463 (Special Needs Students), and ESC 471 (Student Teaching Seminar)~~

~~To exit the program and receive Lehman College's recommendation for New York State Teacher Certification, students must:~~

- ~~1. Complete all course requirements as outlined above.~~
- ~~2. Complete student teaching with a grade of B or better in each course.~~
- ~~3. Complete the major in the area of certification with an index of 2.7 or better.~~
- ~~4. Complete all degree requirements with an index of 2.7 or better.~~
- ~~5. Complete one year of college-level study of a language other than English.~~
- ~~6. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.~~
- ~~7. Complete all required NYS arts and science requirements.~~

~~8. Individuals seeking certification in foreign languages must submit scores from the ACTF.~~

3. **To:**

4. **Rationale:**

Eliminating this section of the Bulletin: This separate description for the social studies education program is unnecessary because the minor is the same across all subject areas, and the additional information is already stated in Program Requirements for Undergraduate Secondary Teacher Education (Art, English, Foreign Language, Mathematics, Science, and Social Studies). Therefore, this entire description should be deleted from the Undergraduate Bulletin.

5. **Date of departmental approval:** May 8, 2014

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **Description**

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Performance
Course Prefix & Number	MSP 230
Course Title	Piano for Music Teachers
Description	Development of piano skills for K-12 music teachers, including keyboard harmony, transposition, and sight-reading.
Pre/ Co Requisites	MSP 191 or demonstration of basic keyboard skills; departmental permission.
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** Teachers of music are routinely required to accompany and rehearse

soloists and ensembles at the piano. This course develops practical skills for non-pianists in preparation for classroom (K-12) instruction.

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

- Demonstrate mastery of basic piano skills regularly used by music teachers, including, but not limited to :
 - sight reading pieces in up to four parts,
 - playing, arranging, and transposing vocal scores,
 - improvising accompaniment
 - performing basic repertoire for school assembly programs including *The Star Spangled Banner*
 - playing by ear basic and standard repertoire

5. **Date of Departmental Approval:** November 5, 2014

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ the changes

Department(s)	MUSIC
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music
Course Prefix & Number	MSP 226
Course Title	Voice 1
Description	Fundamentals of tone production, breath control, enunciation and style. Both group instruction and individual attention.
Pre/ Co Requisites	Ability to read music
Credits	1 credit
Hours	2 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music
Course Prefix & Number	MSP 226
Course Title	<u>Voice and Diction 1</u>
Description	<u>Fundamentals of diction in Italian, Latin and German, text interpretation, style, and its application in the performance of selected vocal repertoire.</u>
Pre/ Co Requisites	<u>Departmental permission</u> ; ability to read music
Credits	1 credit
Hours	2 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Previously, this course duplicated vocal instruction topics that voice students receive in private lessons and was thus not routinely offered. Moreover, no course in the current Bachelor's degree program in music develops vocal diction skills to an appropriate level as expected by both Graduate programs and our discipline's accrediting agency, the National Association of Schools of Music. Changes to this course therefore address key curricular needs in the development of singers and will help move the department towards national accreditation. This course supplements singer's individual voice

studies with additional group instruction in diction and interpretation as applied to a variety of works in three languages: German, Italian, and Latin.

Students will be able to:

- perform vocal literature with proper enunciation in German, Italian and Latin.
- Apply the international phonetic alphabet in analyzing and performing texts in German, Italian and Latin.

5. **Date of departmental approval:** November 5, 2014

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

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **From:** ~~Strike through~~ the changes

Department(s)	MUSIC
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music
Course Prefix & Number	MSP 227
Course Title	Voice 2
Description	Continued study of the fundamentals of tone production, breath control, enunciation and style. Both group instruction and individual attention.
Pre/ Co Requisites	Ability to read music
Credits	1 credit
Hours	2 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Music
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Music
Course Prefix & Number	MSP 227
Course Title	<u>Voice and Diction 2</u>
Description	<u>Fundamentals of diction in French, Spanish and English, text interpretation, style, and its application in the performance of selected vocal repertoire.</u>
Pre/ Co Requisites	<u>Departmental permission; ability to read music</u>
Credits	1 credit
Hours	2 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Previously, this course duplicated vocal instruction topics that voice students receive in private lessons and was thus not routinely offered. Moreover, no course in the current Bachelor's degree program in music develops vocal diction skills to an appropriate level as expected by both Graduate programs and our discipline's accrediting agency, the National Association of Schools of Music. Changes to this course therefore address key curricular needs in the development of singers and will help move the department towards national accreditation. This course supplements singer's individual voice

studies with additional group instruction in diction and interpretation as applied to a variety of works in three languages: French, Spanish, and English.

Students will be able to:

- perform vocal literature with proper enunciation in French, Spanish, and English.
- Apply the international phonetic alphabet in analyzing and performing texts in French, Spanish, and English.

5. **Date of departmental approval:** November 5, 2014

Draft Guidelines for Writing-Intensive Courses

(11/14)

Students are required to complete four course sections designated as “W - Writing-Intensive” (some transfer students will complete fewer than four); at least one “W” section must be completed after the student has completed 60 credits. “W” sections, at all course levels, create class environments that provide students with opportunities to use writing as an essential tool for learning course material and for engaging in the academic and professional discipline specific conversations. Online and hybrid sections are not necessarily writing-intensive. The post-60 credit section should be a 300- or above-level course within the student’s major.

Guidelines for departments/programs

Departments/programs will:

- Establish the minimum amount and types of writing required in that discipline’s “W” sections, which may differ as appropriate to the course level (i.e., general education, introductory, advanced-major, etc.).
- Establish and maintain minimum standards of acceptable student writing required to earn passing grades in “W” sections, as appropriate to the course level.
- Limit the class size of “W” sections to 22 students.

Guidelines for instructors

Instructors will:

- *Infuse writing*
 - Writing and discussion of writing (including opportunities for students to reflect on their processes and progress as writers) should occur throughout the semester.
 - Student learning outcomes for “W” sections should be included in the syllabus.

For ideas on designing a writing-intensive course section, see:

<http://www.lehman.edu/academics/wac/designing-enhanced-course.php>

For models of writing-intensive guidelines in upper-division courses (from a variety of disciplines), see: <http://www.lehman.edu/academics/wac/designing-enhanced-course.php>

- *Model writing*
 - Instructors should provide models of writing and address the purposes and key features of writing.
 - Instructors should discuss the nature and uses of evidence and citation.
 - Instructors should explore with students the rhetorical strategies employed in assigned readings and link these to student writing assignments.

- *Assign writing*
 - Instructors should assign informal (“low-stakes”) writing, which may or may not be graded, to identify where students need additional instruction or support.
 - Instructors should assign formal writing that attends to audience, genre and media of the discipline/profession.
 - Major formal writing assignments should be scaffolded, providing opportunities for idea development, multiple drafts, and revisions.

For informal writing ideas, see:

<http://www.lehman.edu/academics/wac/promote-engagement-participation.php>

For tips on creating effective assignments, see:

<http://www.lehman.edu/academics/wac/effective-writing-assignments.php>

- *Support writing*
 - Assignments should be distributed in writing that makes explicit expectations and assessment criteria.
 - Written feedback on early drafts to support the revision of student writing should be provided.
 - Patterns of error evident across groups of students and specific to individual students should be addressed.

For ideas on supporting student revision, see:

<http://www.lehman.edu/academics/wac/student-revisions.php>

For tips on addressing surface errors in students’ writing, see:

<http://www.lehman.edu/academics/wac/surface-error.php>

The following student learning outcomes are central to writing-intensive course sections and should appear in syllabi of “W” sections:

Students in writing-intensive course sections will:

- Understand, summarize, synthesize, and critique course material using informal and formal writing.
- Employ writing as an essential tool for learning course material.
- Formulate and support a central argument or claim in their formal writing assignments, effectively integrating and organizing evidence to support their claims.
- Practice writing for different purposes, audiences, and in various media.
- Compose multiple drafts to revise and improve writing.
- Apply feedback from faculty and/or peers during the revision process.
- Follow the writing conventions of the discipline and its related professions.
- Cite sources according to the preferred style guidelines of a particular discipline.
- Follow the conventions of English grammar and mechanics in their writing.

For further pedagogical recommendations, additional readings, and upcoming workshops or individual consultations, contact the Writing Across the Curriculum (WAC) coordinators.

<http://www.lehman.edu/academics/wac/index.php>

Lehman College, CUNY
2014 Academic Freedom (AF)
Faculty Survey
Results

Prepared by:

Mario Gonzalez-Corzo, *Ph.D.*

Associate Professor

Department of Economics & Business

December 2014

Overview

- In the Spring 2014, the Lehman College (CUNY) **Academic Freedom Committee (AFC)** conducted a **general survey** to evaluate the Faculty's experiences, and knowledge about Academic Freedom (AFC).
- The **Academic Freedom (AF) Faculty Survey** consisted of 16 Questions designed to collect:
 - **Background data** (e.g. Division where faculty member is employed, years of employment, tenure status, and rank),
 - **Faculty experience** (as it relates to Academic Freedom), and
 - **Perceptions** (about the environment and conditions at Lehman College with regards to Academic Freedom).
- The **AF Faculty Survey** was conducted **online** between **May and July 2014**.
- A total of **70 Faculty Respondents** participated.

Survey Results: Faculty Background

Q1. In which school/division is your primary appointment?	# of Responses	% of Total
Arts and Humanities	23	32.9%
Education	8	11.4%
Natural and Social Sciences	33	47.1%
Other	6	8.6%
Total	70	100.0%
Q2. What is your faculty status?		
Full-Time	68	97.1%
Part-Time	2	2.9%
Total	70	100.0%
Q3. How long have you been employed by Lehman College?		
0 to 2 years	4	5.7%
3 to 5 years	9	12.9%
6 to 10 years	18	25.7%
11+ years	39	55.7%
Total	70	100.0%
Q4. What is your tenure status?		
Certificate of Continuous Employment (CCE)	6	8.6%
Non-tenure track	2	2.9%
Tenure track	17	24.3%
Tenured	44	62.9%
No response	1	1.4%
Total	70	100.0%
Q5. What is your rank at Lehman College?		
Assistant Professor	21	30.0%
Associate Professor	25	35.7%
Full Professor	16	22.9%
Instructor	0	0.0%
Other	8	11.4%
Total	70	100.0%

Survey Results: Faculty Experience with AF Issues

- **Q6.** 82.9% of Faculty surveyed indicated that they have never experienced any pressure from administrators to teach or not to teach certain topics.
- **Q7.** 82.9% of Faculty surveyed indicated that they have never experienced any pressure from colleagues to teach or not to teach certain topics.
- **Q8.** 87.1% of survey participants indicated that they never experienced any pressure from administrators to avoid doing research on certain topics.
- **Q9.** 87.1% of survey participants indicated that they never experienced any pressure from colleagues to avoid doing research on certain topics.
- **Q10.** 98.6% of survey respondents indicated that their professional growth has never been affected by pressure to avoid research on certain topics.
- **Q11.** 99.0% of Faculty survey indicated that their professional growth has never been affected by pressure to avoid the teaching of certain topics.

Survey Results: Faculty Perceptions about AF at Lehman

- **Q12.** 70% of Faculty surveyed indicated that Lehman administrators foster a climate that is supportive of Academic Freedom.
- **Q13.** 41.4% of Faculty surveyed indicated that Lehman has established mechanisms in place to express concerns related to Academic Freedom.
- **Q14.** 94.3% of survey participants do not believe that the methods and criteria used for promotion and tenure decisions restrict Academic Freedom.
- **Q15.** 77% of survey participants indicated that they understand their Academic Freedom protections.
- **Q16.** 94.3% of survey respondents indicated that their Academic Freedom has never been violated at Lehman.

Q1. In which school/division is your primary appointment?	
Arts and Humanities	
Education	
Natural and Social Sciences	
Other	
	Total
Q2. What is your faculty status?	
Full-Time	
Part-Time	
	Total
Q3. How long have you been employed by Lehman College?	
0 to 2 years	
3 to 5 years	
6 to 10 years	
11+ years	
	Total
Q4. What is your tenure status?	
Certificate of Continuous Employment (CCE)	
Non-tenure track	
Tenure track	
Tenured	
No response	
	Total
Q5. What is your rank at Lehman College?	
Assistant Professor	
Associate Professor	
Full Professor	
Instructor	
Other	
	Total
Q6. I have experienced pressure from administrators to teach or not to teach certain topics.	
Never	
Non-applicable	
Often	
Sometimes	
No response	
	Total
Q7. I have experienced pressure from colleagues to teach or not to teach certain topics.	
Never	
Non-applicable	
Often	

Sometimes	
No response	
Total	
Q8. I have experienced pressure from administrators to avoid doing research on certain topics.	
Never	
Non-applicable	
Often	
Sometimes	
No response	
Total	
Q9. I have experienced pressure from colleagues to avoid doing research on certain topics.	
Never	
Non-applicable	
Often	
Sometimes	
No response	
Total	
Q10. My professional growth as an academic has been affected by pressure to avoid research on certain topics.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Unable to evaluate	
Total	
Q11. My professional growth as an academic has been affected by pressure to avoid the teaching of certain topics.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Unable to evaluate	
Total	
Q12. Lehman College administrators foster a climate that is supportive of academic freedom.	
Strongly agree	
Agree	
Disagree	
Strongly disagree	
Unable to evaluate	
Total	
Q13. Lehman College has established mechanisms in place to express concerns related to academic freedom.	
Strongly agree	
Agree	

Disagree
Strongly disagree
Unable to evaluate
Total
<i>Q14. Methods or criteria used for promotion and tenure decisions restrict academic freedom.</i>
Strongly agree
Agree
Disagree
Strongly disagree
Unable to evaluate
No response
Total
<i>Q15. I understand my academic freedom protections.</i>
Strongly agree
Agree
Disagree
Strongly disagree
Unable to evaluate
No response
Total
<i>Q16 I feel that my academic freedom has been violated at least once at Lehman College.</i>
Strongly agree
Agree
Disagree
Strongly disagree
Unable to evaluate
No response
Total

# of Responses	% of Total
23	32.9%
8	11.4%
33	47.1%
6	8.6%
70	100.0%
68	97.1%
2	2.9%
70	100.0%
4	5.7%
9	12.9%
18	25.7%
39	55.7%
70	100.0%
6	8.6%
2	2.9%
17	24.3%
44	62.9%
1	1.4%
70	100.0%
21	30.0%
25	35.7%
16	22.9%
0	0.0%
8	11.4%
70	100.0%
58	82.9%
2	2.9%
1	1.4%
8	11.4%
1	1.4%
70	100.0%
58	82.9%
2	2.9%
2	2.9%

7	10.0%
1	1.4%
70	100.0%
61	87.1%
4	5.7%
0	0.0%
5	7.1%
0	0.0%
70	100.0%
61	87.1%
4	5.7%
0	0.0%
4	5.7%
1	1.4%
70	100.0%
1	1.4%
3	4.3%
9	12.9%
49	70.0%
8	11.4%
70	100.0%
<i>ics.</i>	
1	1.4%
3	4.3%
12	17.1%
50	71.4%
4	5.7%
70	100.0%
20	28.6%
29	41.4%
8	11.4%
4	5.7%
9	12.9%
70	100.0%
7	10.0%
22	31.4%

6	8.6%
6	8.6%
29	41.4%
70	100.0%
4	5.7%
11	15.7%
22	31.4%
15	21.4%
17	24.3%
1	1.4%
70	100.0%
10	14.3%
35	50.0%
9	12.9%
7	10.0%
8	11.4%
1	1.4%
70	100.0%
4	5.7%
8	11.4%
21	30.0%
33	47.1%
3	4.3%
1	1.4%
70	100.0%



UFS Report for the Lehman College Senate, December 10, 2014;
submitted by M. Philipp

1. The UFS Fall Conference took place at John Jay College on November 21. The program included Chancellor J.B. Milliken, keynote by Hunter College Prof. Anthony Picciano, and a faculty panel. The topic was *Online Education: What We Know and What We Need to Ask*. The UFS is considering topics for its upcoming spring conference. Suggestions are welcome.
2. The UFS Community College Caucus met with interim Vice Chancellor Julia Wrigley and her staff yesterday on December 9, as will the UFS Academic Affairs Committee in December 12.
3. The UFS Faculty Advisory Council to the CUNY Research Foundation, a group that includes Lehman's Andrei Jitianu, meets with RF President Richard Rothbard and his staff on December 19.

5. The Council of Faculty Governance Leaders met with Chancellor Milliken on November 14. The Chancellor continued his rounds of speaking engagements at the ABNY Breakfast. At that breakfast, he emphasized STEM education and said that *"Despite the fact that New York has been more generous than many other states, CUNY cannot achieve its potential and adequately serve New York with only public funding and modest tuition. We are becoming much less competitive for faculty—and there is no such thing as a university better than its faculty."*

<http://www1.cuny.edu/sites/news-chancellor/>

6. Lehman's Peter Alexanderson gave the report of the UFS Academic Freedom Committee at yesterday's UFS Plenary.

7. The UFS Executive Committee meets jointly with SUNY's UFS on January 8.

8. The UFS has established an extensive set of Blogs. See

<https://sites.google.com/site/universityfacultysenatecuny/UFS-blog/universityurlsthecomingedschoolcrunch>

9. The CUNY Board of Trustees has passed a revised Sexual Misconduct Policy. See <http://cunyufs.org/Manfred/LEH/SexualMisconductPolicy.pdf>

10. The CUNY Board of Trustees has revised Bylaw Section 15.4.f.2 to read, in part:

f. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

(i) to present their side of the story;

(ii) to present witnesses and evidence on their behalf;

(iii) to cross-examine witnesses presenting evidence;

(iv) to remain silent without assumption of guilt; and

(iv) to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant request it, the college shall assist in finding a legal counsel or advisor.

3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

See <http://cunyufs.org/Manfred/LEH/ArticleXVStudents.pdf>

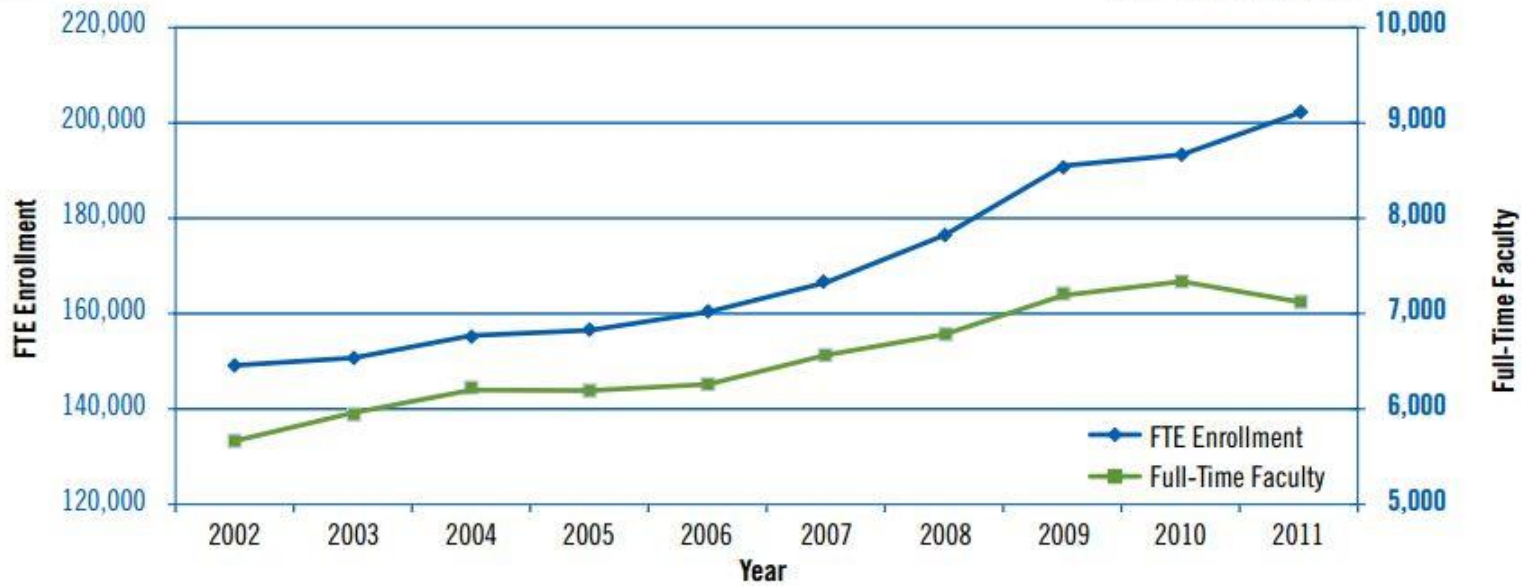
11. Kay Conway of BMCC, who is the Chair of the UFS Budget Advisory Committee, reported last night on the CUNY Budget.

- a. Despite the fact that the annual CUNY Budget Requests call for the hiring of hundreds of new faculty, and the number of students continues to increase, the number of full time faculty in the university has remained constant since about 2011. The CUNY Compact, based on regular increases in tuition and state aid, projected an increase of full time faculty of 275 in FY 2011-2 of 440 in FY 2012-3, 425 in 2013-2014, 425 in 2014-5 and 500 in 2015-6. In fact, the total increase in full-time faculty since 2012 seem to have settled to near zero, despite the Compact-related increases in tuition.
- b. Despite the fact that the Advanced Science Research Center was intended to be self-funding, the annual tax-levy cost is projected to be about \$20 million per year.

FTE ENROLLMENT VS. FULL-TIME FACULTY

FTE Enrollment 269,000

Full Time Faculty 6,700



University Performance Management Process

2013-14 Year-End Report

Number of full-time faculty (unduplicated count across fall and spring terms)

	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
Senior				
Baruch	486	486	438	452
Brooklyn	517	511	499	512
City	570	558	540	554
Hunter	689	671	664	674
John Jay	---	---	346	365
Lehman	357	362	345	359
Queens	628	625	588	574
York	203	211	196	194
Senior College Total	3,450	3,424	3616	3,684
Comprehensive				
John Jay	420	365	---	---
Medgar Evers	176	174	164	155
NYCCT	394	385	378	391
Staten Island	354	332	328	331
Comprehensive College Total	1,344	1,256	870	877
University Total	6,800	6,728	6,601	6,802

Note: This indicator reflects data in the CUNYfirst Human Resources (HR) spring and fall extracts and excludes graduate assistants, counselors and librarians, full-time faculty on unpaid leave and individuals on the Executive Compensation Plan even if they teach undergraduate or graduate courses at the college. Full-time instructors and lecturers are counted here. City College includes the Sophie Davis School of Biomedical Education.

With the assistance of Vice Chancellor Sapienza, the CUNY Academy has arranged for the provision of the William Stewart Travel Awards for newly hired Assistant Professors. Applications are coming in. See more at <http://cunyufs.org/academy/award.html>

Interim Vice Chancellor Wrigley has informed Provosts across the university about the CUNY Academy's Feliks Gross awards for Assistant Professors. Nominations can be made by Provosts, Deans, and Department Chairs. Colleges can nominate more than one person. See more at <http://cunyufs.org/academy/endowment.html>

The CUNY Academy's Reception for International Visiting Scholars took place on Thursday, December 4 in the William P. Kelly Skylight Room of the CUNY Graduate Center. This event was hosted by Manfred Philipp. Interim Vice Chancellor Julia Wrigley greeted the honorees.