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**Minutes of  
The Lehman College Senate Meeting  
Wednesday, May 3, 2017  
Senate Meeting**

**Senators Present:** Acevedo, J.; Amend, A.; Assoumanou, S.; Azeem, A.; Badillo, D.; Banoum, B.; Bayne, G.; Benefo, K.; Bergmann, R.; Budescu, M.; Cabrera, S.; Campeanu, S.; Carey, R.; Cheng, H.; Christian, M.; Clark, V.; Conner, P.; Diaz, J.; Fayne, H.; Fera, J.; Finger, R.; Flores-Veliz, A.; Garcia-Dwyer, D.; Georges, C. A.; Gerry, C.; Gjikokaj, A.; Gocaj, L.; Jordan, S.; Latimer, W.; Liriano, R.; Luerssen, A.; Machado, E.; Mak, W.; Marianetti, M.; Markens, S.; Marshall, A.; Maybee, J.; Mazza, C.; McCabe, J.; Ortiz Pena, K.; Pettipiece, D.; Pham, M.; Prince, P.; Prohaska, V.; Rahath, A.; Ramsundar, S.; Ramsundar, S.; Rivera, C.; Rivera-McCutchen, R.; Rodricks, B.; Rosario, Y.; Rubin, D.; Rupp, S.; Sailor, K.; Samuel, L.; Sarmiento, R.; Sauane, M.; Schlesinger, K.; Sen, G.; Severe, M.; Shanley, D.; Spence, N.; Tananbaum, D.; Valentine, R.; Waring, E.; Yates, S.; Yavuz, D.

**Senators Absent:** Akers, M.; Benitez, J.; Blanco, L.; Bujaj, A.; Calderon, P.; Coit, W.; Cruz, J.; Delgado, E.; Dellapina, M.; Doyran, M.; Edwards, A.; Flores, D.; Glover, B.; Gorokhovich, Y.; Graulau, J.; Jervis, J.; Kanzie, H.; Kaur, M.; Keso, S.; Magdaleno, J.; Martín, Ó.; Mejia, D.; Minchala, E.; Munoz, M.; Nadeem, S.; O'Connor, N.; Paddyfoote, A.; Petkov, R.; Roush, K.; Rubin, H.; Sinishtaj, M.; Spencer, R.; Vazquez, F.; Williams, H.; Williams, J.

The meeting was called to order at 3:36 p.m. by Prof. Duane Tananbaum, who presided over the Senate in the absence of President José L. Cruz.

**1. Approval of the Minutes**

The minutes of the April 5, 2017 Senate meeting were approved by voice vote with one correction: “food party”, on line 52, should be changed to “pool party.”

**2. Announcements and Communications**

**a. Report of the President**

There was no report of the President.

Interim Provost Harriet Fayne announced that the College would receive a \$45, 000 grant to underwrite College student success initiatives. Dr. Fayne also announced that Lehman would receive \$25, 000 to support the College’s experiential learning outcomes. She explained that the objective is to create local-to-global course structures for LEH Programs, which will

41 involve experiential learning in either student research or service learning and, in some cases,  
42 travel.

43  
44 VP Magdaleno announced that the College would receive a five-year \$600,000 grant to  
45 support a reduction in underage drinking and drug utilization, in partnership with several  
46 community based organizations. He explained that the project would be led by the Office of  
47 Health Education and Promotion, in the division of Student Affairs.

48  
49 **b. Student Legislative Assembly**

50 Ms. Leonora Gocaj welcomed Dr. Stanley Bazile, the new Dean of Student Affairs, to the  
51 Senate and thanked everyone for their role and active participation in the Student  
52 Government Association. Ms. Gocaj also announced that Spirit Day would take place on  
53 May 10<sup>th</sup>, a concert on the quad on May 12<sup>th</sup> and a town hall meeting on May 8<sup>th</sup>, which Dr.  
54 Cruz and New York City congressmen are expected to attend. The town hall meeting was  
55 scheduled from 6:00 p.m. to 8:00 p.m. in the Faculty Dining Room.

56  
57 **REPORTS OF STANDING COMMITTEES**

58  
59 **1. Graduate Studies**

60 Prof. Janet Desimone presented proposals for curriculum changes in the Department of Early  
61 Childhood and Childhood Education. The proposals were approved by unanimous voice vote.

62  
63 Prof. Desimone also presented informational items on experimental courses from the Department  
64 of Middle and High School Education and the Department of Latin American, Latino and Puerto  
65 Rican Studies.

66  
67 See Attachment I

68  
69 **2. Governance**

70 Professor Duane Tananbaum attended a conference sponsored by the University Faculty Senate  
71 on shared governance. Dr. Cruz, other administrators and faculty members were also present.

72 Professor Tananbaum expressed that Lehman was well represented and that the College excels  
73 in the best practices regarding shared governance.

74  
75 Professor Tananbaum explained that the Governance Committee was in the process of  
76 conducting the final round of elections for Senators-at-Large. He encouraged all who would like  
77 to continue as Senators-at-Large to participate in the voting process.

78 Professor Tananbaum presented a slate of faculty members to serve on the Senate Standing  
79 Committees. There were no additional nominations from the floor. The slate was approved by  
80 unanimous voice vote.

81 Professor Tananbaum also presented two faculty members to be nominated for the position of  
82 Ombudsman. The nominees were approved by unanimous voice vote.

83 Professor Tananbaum presented a slate of faculty members to serve on the Lehman College  
84 Association for Campus Activities Board. There was one nomination from the floor to replace  
85 Prof. Brigitte Cypress with Prof. Linda Scheetz as Dr. Catherine Georges explained that Prof.  
86 Cypress would not be returning to the College the following year. The slate, reflective of this  
87 change, was approved by unanimous voice vote.

88 Professor Tananbaum presented two faculty members to be nominated to the Auxiliary  
89 Enterprises Corporation Board. There were no additional nominations from the floor. The  
90 nominees were approved by unanimous voice vote.

91 See Attachment II

### 92 **3. Admissions, Evaluations and Academic Standards**

93 Professor Penny Prince announced the unfortunate passing of social work student, Darron Stitt,  
94 and explained that the student passed before he could accept his degree. Professor Prince  
95 presented the committee's proposal to recommend that a posthumous degree be awarded to his  
96 immediate family, in Stitt's honor. The proposal was approved by unanimous voice vote.

97  
98 Professor Prince recommended the list of graduate degree candidates for approval. The list was  
99 approved by unanimous voice vote.

101 Professor Richard Finger presented the proposal on changes to the transfer credit policy. The  
102 proposal was approved by unanimous voice vote.

103

104 See Attachment III

105

#### 106 **4. Undergraduate Curriculum**

107 Professor Vincent Prohaska presented proposals for curriculum changes in the following  
108 departments: Biological Sciences; Journalism, Communications, & Theatre; and Mathematics &  
109 Computer Science. Professor Prohaska withdrew the proposals for the Biological Sciences  
110 department. He also explained that course changes for the Department of Journalism,  
111 Communications, & Theater were being adjusted to accommodate the restructuring of the  
112 department. He further explained that the course change for the Department of Math and  
113 Computer Science was to approve its submission for the Pathways general education curriculum.

114

115 The proposals for the Department of Journalism, Communication, & Theatre and the Department  
116 of Math and Computer Science were approved by unanimous voice vote.

117

118 Professor Prohaska also presented the proposal for curriculum changes in the Department of  
119 Sociology. He explained that the course, SOC 300, was accidentally approved by the CUNY  
120 Board of Trustees in 2012, as an experimental course, but had since been offered, unknowingly,  
121 as a permanent course. Professor Prohaska recommended that SOC 300 be adopted as a  
122 permanent course.

123

124 The proposal was approved by unanimous voice vote.

125

126 See Attachment IV

127

#### 128 **5. Academic Freedom**

129 There was no report. Prof. David Manier informed everyone that the Central European  
130 University was the target of legislation developed by the Hungarian government, which if passed  
131 into law threatens to shut down the university. He explained that the Central European University  
132 is accredited in New York State and is affiliated with the Open Society Foundation based in New

133 York City. Prof. Manier also referred all to the following website for additional information:  
134 <http://www.ceu.edu>.

135

136 Prof. Manier thanked everyone for their help during throughout the year.

137

## 138 **6. Library, Technology, and Telecommunication**

139 Professor Stefanie Havelka presented the report and presented announcements related to the  
140 Library, Division of Information Technology, and Online Education.

141

142 See Attachment V

143

## 144 **7. Campus Life and Facilities**

145 There was no report.

146

## 147 **8. Budget and Long Range Planning**

148 Professor Haiping Cheng reported on the meeting of the Joint Committee of Senate and FP&B  
149 Budget and Long-Range Planning. He also discussed the College's operating budget for 2017.

150

151 See Attachment VI

152

## 153 **9. University Faculty Senate**

154 There was no report.

155

156 Professor Duane Tananbuam reminded outgoing committee chairs to convene the first meeting  
157 of the committee next fall or to continue to convene until a chair has been elected for the new  
158 academic year. He also thanked faculty, students and staff for their help and cooperation and  
159 thanked everyone for an efficient and productive year.

160

161

162 **Old Business** – None.

163

164 **New Business** – None.

165

166 **ADJOURNMENT**

167 Prof. Tananbaum adjourned the meeting at 4:27 p.m.

168

169 Respectfully submitted:

170

171

172 Dennis DaCosta

## LEHMAN COLLEGE SENATE GOVERNANCE COMMITTEE

### Faculty Serving to June 2018

#### Academic Freedom

David Manier, PSY  
Mohan Vinjamuri, SWK

#### Admissions, Evaluations, Academic Standards

Sandra Campeanu, PSY  
Prof. Linda Sheetz, NUR

#### Budget and Long Range Planning

Amod Choudhary, ECO/BUS  
Haiping Cheng, BIO  
Thomas Conroy, SOC

#### Library, Technology and Telecommunications

Jessica Yood, ENG  
Anna Luerssen, PSY  
Susan Markens, SOC

#### Campus Life and Facilities

Mia Budescu, PSY,  
Janis Massa, ENG  
Kofi Benefo, SOC

#### Undergraduate Curriculum

Vincent Prohaska, PSY  
Dana Ethan, HS  
David Hyman, ENG

#### Graduate Studies

Jeanne Pelosso, ECCE  
Elhum Haghghat POLSCI  
Carl Mazza, SWK

### Nominees

#### Academic Freedom

Donna McGregor CHE  
Richard Desrochers THE  
Ruth Wangerin ANT

#### Admissions, Evaluations, Academic Standards

Penny Prince MUS  
Thomas O'Hanlon, JCT  
Andrei Jitianu CHE  
Andrea Boyar HS (1-year term)

#### Budget and Long Range Planning

Daniel Kabat PHY  
Joseph Fera M/CS  
Gul Tiraki HS

#### Library, Technology and Telecommunications

Stephen Castellano IT  
Sherry Deckman MHSE  
Stefanie Havelkla LIB

#### Campus Life and Facilities

Mark Christian AAAS  
Teresita Levy LA/PRS  
Alyse Anekstein CLLSE

#### Undergraduate Curriculum

Lynn Rosenberg SLHS  
Yuri Gorokhovich EEGS  
Mary Phillips AAAS

#### Graduate Studies

Janet DeSimone CLLSE  
Cheryl Smith Gabig SLHS  
Joseph McElligot ENG

**Ombudsman**

Vacant

**Ombudsman**

Alan Kluger PSY  
Joseph Rachlin BIO

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**Lehman College Association  
For Campus Activities, Inc.**

Andrea Boyer – HS  
Grace Bullaro – ENG  
David Manier – PSY

**Lehman College Association  
For Campus Activities, Inc.**

Andrea Boyar HS  
Grace Bullaro ENG  
David Manier PSY  
Michael Buckley PHI  
Brigette Cypress NUR  
Anne Rice AAAS

**Auxiliary Enterprises Corporation**

Patricio Lorzundi

**Auxiliary Enterprises Corporation**

Dante Albertie THE  
Peter Alexander ECO



Posthumous Degree – Mr. Darron Stitt

WHEREAS, Herbert H. Lehman College of The City University of New York shares with the family and friends in the loss of Mr. Darron Stitt; and

WHEREAS, Mr. Stitt attended college for the first time when he was in his late forties, earned an Associate's degree from Borough of Manhattan Community College in 2015, and immediately transferred to Lehman College; and

WHEREAS, Mr. Stitt was a junior Social Work major at Lehman College who was in very good standing; was a student who wanted to dedicate his life to working with older people and had already incorporated the values and ethics of the social work profession; was a future professional whose dedication to the field would have made the Department of Social Work and Lehman College proud; and

WHEREAS, the faculty, staff and students of the Department of Social Work have requested that Mr. Darron Stitt be awarded a posthumous degree; and

WHEREAS, the Chair of the Department of Social Work and the Dean of the College of Health Sciences, Human Services & Nursing have recommended Mr. Stitt be granted a posthumous degree; and

WHEREAS, the Provost has reviewed the recommendation and supports the granting of a posthumous degree to Mr. Stitt; and

WHEREAS, the Committee on Admissions, Evaluation and Academic Standards has reviewed the recommendation and support awarding a posthumous degree to Mr. Stitt, therefore be it

RESOLVED, that the Herbert H. Lehman College Senate, comprised of faculty, students, and administrators, hereby recommends that President José Luis Cruz confer a posthumous Bachelor of Arts degree to Mr. Darron Stitt.

# From:

## Transfer Credit

The following rules govern the evaluation of transfer credit:

- Credit is usually granted for a course from a college or university accredited by one of the following accrediting bodies if the description of that course matches that of a similar course offered by Lehman College: Middle States Association of Colleges and Schools/Commission on Higher Education; New England Association of Schools and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools/Commission on Colleges; Western Association of Schools and Colleges—Accrediting Commission for Senior Colleges; ~~and Accrediting Commission for Community and Junior Colleges.~~
- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College, ~~is usually granted after a student has completed a minimum of 30 Lehman College credits with a 2.0 cumulative index.~~ The maximum number of credits allowed from such nonaccredited institutions is 32.
- Courses passed outside the City University system with a grade of D (below 70 percent) will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- The maximum total number of credits that may be transferred towards the degree at Lehman College is 90. There is a 70-credit limit on the number of credits that may be transferred from ~~two-year~~ institutions. Students must satisfy the requirement that 30 credits as well as one-half the credits in the major and half in the minor or half the credits in an interdisciplinary program be completed in residence at Lehman. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

# To:

## Transfer Credit

The following rules govern the evaluation of transfer credit:

- Credit is usually granted for a course from a college or university accredited by one of the following accrediting bodies if the description of that course matches that of a similar course offered by Lehman College: Middle States Association of Colleges and Schools/Commission on Higher Education; New England Association of Schools and Colleges/ Commissions on Institutions of Higher Education; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools/Commission on Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Senior Colleges and Universities; ~~and Accrediting Commission for Community and Junior Colleges~~; and accreditation by the New York State Board of Regents and the Commissioner of Education of the colleges currently listed on the NYSED college accreditation site.
- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College may be granted with departmental approval. The maximum number of credits allowed from such non-accredited institutions is 32.
- The following courses do not transfer from non-accredited schools unless a similar Lehman College course exists: ESL/Remedial/Developmental courses; fire/police studies; EMT training; secretarial/office technology training; allied health training; skilled craft (auto mechanic, HVAC technician) training, nursing, among others.
- Courses passed outside the City University system with a grade of D (below 70 percent) will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- The maximum total number of credits that may be transferred towards the degree at Lehman College is 90. There is a 70-credit limit on the number of credits that may be transferred from Associate degree granting institutions. Students must satisfy the requirement that 30 credits as well as one-half the credits in the major and half in the minor or half the credits in an interdisciplinary program be completed in residence at Lehman. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

**Senate Meeting – May 3, 2017**  
**Proposed Graduate Studies Report**

On behalf of the Graduate Studies Committee, I'd like to put forth a proposal from the following department:

Department of Early Childhood and Childhood Education

- New Courses: EDE 712; EDE 709; EDC 709;
- Degree and admission changes: MEd in elementary education; MEd in elementary education with bilingual extension
- Degree and admission changes: MEd in early childhood education; MEd in early childhood education with bilingual extension

Does anyone have any questions and/or comments?

Also, I would like to notify the senate of a few informational items – experimental courses from the Department of Latin American, Latino and Puerto Rican Studies (LAC 750) and the Department of Middle and High School Education (ESC 538; ESC 539; ESC 715; ESC 716).

Have a wonderful summer!

**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)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Graduate Childhood Education
Course Prefix & Number	EDE 712
Course Title	Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
Description	Introduction to language and literacy development from kindergarten to grade 3. Focuses on the processes of reading, writing, listening and speaking and ways to design appropriate teaching strategies for supporting children's growth across these four areas of literacy development. Processes of language and literacy development; focus on phonological awareness; phonics; word recognition; comprehension; fluency; and vocabulary development. Ten hours of fieldwork is required.
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)	N/A
General Education Component	X 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:**

EDE 712: Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades will replace EDE 621: Introduction to Teaching Reading in the Elementary School. Based on new New York State requirements for elementary school teachers concerning the Literacy component of the edTPA it was determined that EDE 621 and EDE 713: Teaching Literacy in Childhood Settings, needed to be restructured. Students will now be required to take EDE 712 to cover language and literacy development from kindergarten to grade 3 and EDE 713 to cover language arts theory and methodology for teaching in the later elementary grades, grades 3-6

### 4. **Learning Outcomes:**

By the end of the course, students will be expected to:

1. Apply and discuss sociocultural theories of development as it relates to oral and written literacy development.
2. Identify multicultural literature that can be used in literacy lesson design and implementation.
3. Identify and implement instructional routines to support students' reading and writing development through lesson planning and unit design.
4. Document student learning through multiple methods of literacy assessments. Use this information to inform lesson design.

### 5. **Date of Departmental Approval:** March 1, 2017

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

**CURRICULUM CHANGE**

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

2.

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Graduate Childhood Education
Course Prefix & Number	EDE 709
Course Title	Multilingualism in the Classroom, Birth to Grade Six
Description	Sociolinguistic and psycholinguistic foundations and theories of language acquisition for multilingual children. Study of educational policy and school programming for emergent bilingual learners Birth to Grade Six. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. Fifteen hours of fieldwork with English learners is required.
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)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. Rationale:**

This course is designed to prepare Birth to Grade 6 teachers to effectively work with multilingual children and their families. The course outcomes are directly aligned with the standards outlined by NYS for teachers in early childhood and childhood classrooms (and are assessed in the Educating All Students exam required for teaching certification). Unlike generic bilingualism courses, this course is specifically designed to help pre-service teachers in early childhood and childhood settings learn how to connect linguistically responsive teaching practice to language development research and educational policy, and how to support immigrant parents' participation in their children's education.

**4. Learning Outcomes:**

By the end of the course, candidates will be able to:

1. Describe the nature of bilingualism/multilingualism and the process of becoming bilingual and bi-literate
2. Discuss the major theories of first and second language acquisition and learning and how they inform teaching in early childhood and childhood settings;
3. Recognize the phonological, morphological, orthographic, and syntactic changes that occur as bilingual children acquire home and new languages.
4. Apply the relationship between theories of language acquisition to design program models for emergent bilinguals in early childhood and childhood educational settings, e.g., English as a second language, dual language, transitional bilingual
5. Implement current language assessment practices and policies
6. Understand the historical foundations of language education and policy as well as current national and local policies that inform the identification, evaluation and servicing of emergent bilingual learners/English learners in Early Childhood and Childhood educational settings;
7. Build partnerships with students' families, serve as community resources, and advocate for emergent bilinguals who are learning English to ensure their access to academic content, resources, and instructional technology.

**5. Date of departmental approval: March 1, 2017**



**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.Ed; Elementary Education with bilingual extension, M.S.Ed.

Hegis Number: 0802.00

Program Code: 25800; 25797

Effective Term: Fall 2017

1. **Type of Change:** Change in Degree and Admission 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).

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 ~~Early~~ 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 ~~Early~~ Childhood 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
- Methods Courses (21 credits): ~~EDE 624~~ (3), EDE 713 (3), EDE 714 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), ~~EDE 748~~ (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 (45 credits): EDE 721 (3), EDE 722 (3), ~~EDE 735~~ (3), EDS 707 (3), EBS 701 (3)
- Methods Courses (24 credits): ~~EDE 624~~ (3), EDE 738 (3), EDE 739 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), ~~EDE 748~~ (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 624~~ (3), EDE 713 (3), EDE 714 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), ~~EDE 748~~ (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 (42-45 credits): M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension

- Foundations (45 credits): EDE 721 (3), EDE 722 (3), ~~EDE 735~~ (3), (3), EBS 701 (3), EDS 707 (3)
- Methods Courses (24 credits): ~~EDE 624~~ (3), EDE 738 (3), EDE 739 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), ~~EDE 748~~ (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 (3), EDS 743 (3)
- Methods Courses (15 credits): EDE 713 (3), EDE 714 (3), EDE 740 (3), EDE 717 (3), EDS 709 (3)
- 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 (3), EDE 740 (3), EDE 717 (3), EDS 709 (3)
- 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:

- complete the master's degree (Sequences 1, 2, 3, 4,5, or 6) with a cumulative index of 3.0 or better;
- 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);
- complete the mandatory training in child abuse identification and reporting, violence prevention, and DASA; and
- demonstrate successful completion of a liberal arts and sciences core specific to teachers. Please see advisor for more information.

Childhood Education Grades 1-6 (~~42-48~~ credits)

## Childhood Education Overview

Students in both Childhood Education programs must complete courses in three competency areas, including a supervised teaching experience. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

Childhood Education Grades 1-6 (~~42-48~~ credits)

~~42~~-credits for students with Initial or Provisional Certification in Pre-K-Grade 6 or Childhood Education.

~~48~~ credits for students without prior teacher certification.

## COMPETENCY AREA I: Foundations in Childhood Development and Education (12 credits):

EDS 707 The Childhood Student with Disabilities, 3 credits

EDE 721 Child Study and Developmental Assessment, Grade 1 to 6, 3 credits

EDE 722 Program Design in Childhood Settings, Grades 1-6, 3 credits

~~EDE 735 Family, School, and Community Interaction in Childhood Contexts: Grades 1 to 6, 3 credits~~

*Submit academic portfolio for each course of the first 12 credits.*

## COMPETENCY AREA II: Professional Coursework in Childhood Development and Education (21 credits):

~~EDE 621 Introduction to Teaching Reading in the Elementary School, 3 credits~~

EDE 713 Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6, 3 credits

EDE 714 Learning and Teaching Social Studies in Childhood Settings: Grades 1 to 6, 3 credits

EDE 715 Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6, 3 credits

EDE 716 Learning and Teaching Art in Childhood Settings: Grades 1 to 6, 3 credits

EDE 717 Learning and Teaching Science in Childhood Settings: Grades 1 to 6, 3 credits

~~EDE 718 Learning and Teaching Music in Childhood Settings: Grades 1 to 6, 3 credits~~

*(1) Successful application to the Student Teaching Coordinator.*

*(2) Complete at least 12 credits in Competency Area II.*

Student Teaching and Seminar (6 credits):

EDE 795 Supervised Student Teaching: Grade 1 to 6, 3 credits

EDE 783 Student Teaching Seminar, 3 credits

OR:

Student Internship and Seminar (6 credits):

EDE 783 Student Teaching Seminar, 3 credits

EDE 784 Supervised Student Teaching Internship: Grade 1 to 6, 3 credits

*This requirement does not apply to students with Initial or Provisional Certification.*

*(1) Successfully complete student teaching or internship.*

*(2) Submit an academic portfolio for each course of the first 36 credits with evidence of achieved outcomes.*

*(3) Apply for Initial or Professional Certification.*

COMPETENCY AREA III: Professional Practice in Childhood Education (3 credits):

EDE 756 Teacher as Researcher, 3 credits

Childhood Education Integration of Bilingual Extension: Grades 1-6 (~~39-48~~ credits)

The Bilingual Extension of the Initial or Professional Certificate enables one to teach bilingual students. The requirements for the Initial or Professional Certificates must be fulfilled before a Bilingual Extension can be issued. In addition, the Bilingual Education Assessment (BEA) exams is required.

42 credits for students with Initial or Provisional Certification in Pre-K-Grade 6 or Childhood Education.

48 credits for students without prior teacher certification.

COMPETENCY AREA I: Foundations in Childhood Development and Education (12 credits):

EDS 707 The Childhood Student with Disabilities, 3 credits

EDE 721 Child Study and Developmental Assessment, Grade 1 to 6, 3 credits

EDE 722 Program Design in Childhood Settings, Grades 1-6, 3 credits

~~EDE 735 Family, School, and Community Interaction in Childhood Contexts: Grades 1 to 6, 3 credits~~

*Submit academic portfolio for each course of the first 9 credits.*

COMPETENCY AREA II: Professional Coursework in Childhood Development and Education (~~27~~ credits):

~~EDE 621 Introduction to Teaching Reading in the Elementary School; 3 credits~~

EDE 738 Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6, 3 credits

EDE 739 Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6, 3 credits

EDE 715 Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6, 3 credits

EDE 716 Learning and Teaching Art in Childhood Settings: Grades 1 to 6, 3 credits

EDE 717 Learning and Teaching Science in Childhood Settings: Grades 1 to 6, 3 credits

~~EDE 718 Learning and Teaching Music in Childhood Settings: Grades 1 to 6, 3 credits~~

~~EBS 701 Issues in Bilingualism, 3 credits~~

EDE 727 Teaching English as a Second Language (Pre-K to Grade 6), 3 credits

*(1) Successful application to the Student Teaching Coordinator.*

*(2) Complete at least 12 credits in Competency Area II.*

Student Teaching and Seminar (6 credits):

~~EDE 795 Supervised Student Teaching: Grade 1 to 6, 3 credits~~

EDE 783 Student Teaching Seminar, 3 credits

OR:

Student Internship and Seminar (6 credits):

EDE 783 Student Teaching Seminar, 3 credits

EDE 784 Supervised Student Teaching Internship: Grade 1 to 6, 3 credits

*This requirement does not apply to students, with Initial or Provisional Certification.*

*(1) Successfully complete student teaching or internship.*

*(2) Submit an academic portfolio for each course of the first 36 credits, with evidence of achieved outcomes.*

*(3) Apply for Initial or Professional Certification.*

COMPETENCY AREA III: Professional Practice in Childhood Education (3 credits):

EDE 756 Teacher as Researcher, 3 credits

### 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) and Content Specialty Test (CST). (2) Complete 30-42 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) and Content Specialty Test (CST). (2) Complete 30-45 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 or EDE 709. (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); 39 credits (Sequence 2); 42 credits (Sequence 3); 45 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 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 709(3), EDS 707
- Methods Courses (21 credits): EDE 712 (3), EDE 713 (3), EDE 714 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), EDE 740 (3).
- Master's Project (3): EDE 756 (3)

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

- Foundations (12 credits): EDE 721 (3), EDE 722 (3), EDS 707 (3), EBS 701 (3) or EDE 709 (3).
- Methods Courses (24 credits): EDE 712 (3), EDE 738 (3), EDE 739 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), EDE 740 (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 709(3), EDS 707 (3)
- Methods Courses (21 credits): EDE 712 (3), EDE 713 (3), EDE 714 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), EDE 740 (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 (45 credits): M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension

- Foundations (12 credits): EDE 721 (3), EDE 722 (3), ~~EDE 735 (3), (3)~~, EBS 701 (3), or EDE 709 (3), EDS 707 (3)
- Methods Courses (24 credits): EDE 712 (3), EDE 738 (3), EDE 739 (3), EDE 715 (3), EDE 716 (3), EDE 717 (3), EDE 740 (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 (3), EDS 743 (3)
- Methods Courses (15 credits): EDE 713 (3), EDE 714 (3), EDE 740 (3), EDE 717 (3), EDS 709 (3)
- 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 (3), EDE 740 (3), EDE 717 (3), EDS 709 (3)
- 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: 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.

Childhood Education Grades 1-6 (30-45 credits)

Childhood Education Overview

Students in both Childhood Education programs must complete courses in three



competency areas, including a supervised teaching experience. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

Childhood Education Grades 1-6 ( 30-42 credits)

30 credits for students completing the Minor to Masters Program

36 credits for students with Initial or Provisional Certification in Pre-K-Grade 6 or Childhood Education.

42 credits for students without prior teacher certification.

COMPETENCY AREA I: Foundations in Childhood Development and Education (12 credits):

EDS 707 The Childhood Student with Disabilities, 3 credits

EDE 721 Child Study and Developmental Assessment, Grade 1 to 6, 3 credits

EDE 722 Program Design in Childhood Settings, Grades 1-6, 3 credits

EDE 709 Multilingualism in the Classroom, Birth to Grade Six, 3 credits

*Submit academic portfolio for each course of the first 12 credits.*

COMPETENCY AREA II: Professional Coursework in Childhood Development and Education (21 credits):

EDE 712 Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades, 3 credits

EDE 713 Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6, 3 credits

EDE 714 Learning and Teaching Social Studies in Childhood Settings: Grades 1 to 6, 3 credits

EDE 715 Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6, 3 credits

EDE 716 Learning and Teaching Art in Childhood Settings: Grades 1 to 6, 3 credits

EDE 717 Learning and Teaching Science in Childhood Settings: Grades 1 to 6, 3 credits

EDE 740 Studies in the Teaching of Elementary Mathematics, Advanced course, 3 credits

*(1) Successful application to the Student Teaching Coordinator.*

*(2) Complete at least 12 credits in Competency Area II.*

Student Teaching and Seminar (6 credits):

EDE 795 Supervised Student Teaching: Grade 1 to 6, 3 credits

EDE 783 Student Teaching Seminar, 3 credits

OR:

Student Internship and Seminar (6 credits):

EDE 783 Student Teaching Seminar, 3 credits

EDE 784 Supervised Student Teaching Internship: Grade 1 to 6, 3 credits

*This requirement does not apply to students with Initial or Provisional Certification.*

*(1) Successfully complete student teaching or internship.*

*(2) Submit an academic portfolio for each course of the first 36 credits with evidence of achieved outcomes.*

*(3) Apply for Initial or Professional Certification.*

COMPETENCY AREA III: Professional Practice in Childhood Education (3 credits):  
EDE 756 Teacher as Researcher, 3 credits

Childhood Education Integration of Bilingual Extension: Grades 1-6 (30-45 credits)  
The Bilingual Extension of the Initial or Professional Certificate enables one to teach bilingual students. The requirements for the Initial or Professional Certificates must be fulfilled before a Bilingual Extension can be issued. In addition, the Bilingual Education Assessment (BEA) exams is required.

30 credits for students completing the Minor to Masters Program

39 credits for students with Initial or Provisional Certification in Pre-K-Grade 6 or Childhood Education.

45 credits for students without prior teacher certification.

COMPETENCY AREA I: Foundations in Childhood Development and Education (12 credits):

EDS 707 The Childhood Student with Disabilities, 3 credits

EDE 721 Child Study and Developmental Assessment, Grade 1 to 6, 3 credits

EDE 722 Program Design in Childhood Settings, Grades 1-6, 3 credits

EBS 701 Issues in Bilingualism, 3 credits or EDE 709 Multilingualism in the Classroom, Birth to Grade Six, 3 credits

*Submit academic portfolio for each course of the first 9 credits.*

COMPETENCY AREA II: Professional Coursework in Childhood Development and Education (24 credits):

EDE 712 Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades, 3 credits

EDE 738 Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings: Grades 1 to 6, 3 credits

EDE 739 Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings: Grades 1 to 6, 3 credits

EDE 715 Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6, 3 credits

EDE 716 Learning and Teaching Art in Childhood Settings: Grades 1 to 6, 3 credits

EDE 717 Learning and Teaching Science in Childhood Settings: Grades 1 to 6, 3 credits

EDE 740 Studies in the Teaching of Elementary Mathematics, Advanced course, 3 credits

EDE 727 Teaching English as a Second Language (Pre-K to Grade 6), 3 credits

*(1) Successful application to the Student Teaching Coordinator.*

*(2) Complete at least 12 credits in Competency Area II.*

Student Teaching and Seminar (6 credits):

EDE 782 Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6, 3 credits

EDE 783 Student Teaching Seminar, 3 credits

OR:

Student Internship and Seminar (6 credits):

EDE 783 Student Teaching Seminar, 3 credits

EDE 784 Supervised Student Teaching Internship: Grade 1 to 6, 3 credits

*This requirement does not apply to students, with Initial or Provisional Certification.*

*(1) Successfully complete student teaching or internship.*

*(2) Submit an academic portfolio for each course of the first 36 credits, with evidence of achieved outcomes.*

*(3) Apply for Initial or Professional Certification.*

COMPETENCY AREA III: Professional Practice in Childhood Education (3 credits):

EDE 756 Teacher as Researcher, 3 credits

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

There was a typo that required students to see an Early Childhood advisor, but this is the Graduate Childhood Program.

The catalogue listed the incorrect course for Student Teaching in Bilingual Classrooms, it should be EDE 782.

New York State no longer requires the Academic Literacy Skills Test (ALST) so that has been removed as an admission requirement.

EDE 712: Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades will replace EDE 621: Introduction to Teaching Reading in the Elementary School. Based on new New York State requirements for elementary school teachers concerning the Literacy component of the edTPA it was determined that EDE 621 and EDE 713: Teaching Literacy in Childhood Settings needed to be restructured. Students will now be required to take EDE 712 to cover language and literacy development from kindergarten to grade 3 and EDE 713 to cover language arts theory and methodology for teaching in the later elementary grades, grades 3-6. EDE 712 was given as an experimental class in Fall 2016 to test the new model. It was deemed successful.

Additionally, the Childhood Education department will require all students to take EDE 709 Multilingualism in the Classroom, Birth to Grade Six. Given the high population of bilingual students in New York City it was determined that all pre-service teachers should be required to complete a course that looks at multilingualism in the schools. The course will replace EBS 701: Issues in Bilingualism for the bilingual extension students. EDE 709 will integrate EDE 735: Family, School and Community into the

bilingual context. Therefore, EDE 735 will no longer be a required course in the sequence.

For students in the monolingual tracks, EDE 709 will replace EDE 735. There will be no credit change for the MEd. Since EDE 735 will no longer be required, the bilingual extension students will have 3 less credits in their program. This is reflected in the credit changes.

Based on information gathered from the Math Up grant-funded program initiated at Lehman College, it was determined that it is beneficial for elementary teachers to complete 6 credits of math methods courses. Pre-service teachers that completed 6 credits of math methods felt more prepared to teach math in the elementary school classroom. Therefore, the Graduate Childhood Education Program will adopt the model used by the Math Up Program and the Minor to Masters Program that requires preservice teachers to take EDE 715 Learning and Teaching Mathematics in Childhood Settings: Grades 1 to 6, 3 credits and EDE 740 Studies in the Teaching of Elementary Mathematics, Advanced course, 3 credits. EDE 740 will replace EDE 718 Learning and Teaching Music in Childhood Settings: Grades 1 to 6, 3 credits. The students will still complete 3 credits in the arts with EDE 716 Learning and Teaching Art in Childhood Settings: Grades 1 to 6.

Additionally, credits were corrected towards the end of the document to reflect the changes above and integrate the Minor to Masters Program that was introduced last year.

5. **Date of departmental approval:** March 1, 2017

**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)	ECCE
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	EDC 709
Course Title	Multilingualism in the Classroom, Birth to Grade Six
Description	Sociolinguistic and psycholinguistic foundations and theories of language acquisition for multilingual children. Study of educational policy and school programming for emergent bilingual learners Birth to Grade Six. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. Fifteen hours of fieldwork with English learners is required.
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)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

This course is designed to prepare teachers from Birth to Grade 6 to effectively work with multilingual children and their families. The course outcomes are directly aligned with the standards outlined by NYS for teachers in early childhood and childhood classrooms (and are assessed in the Educating All Students exam required for teaching certification). Unlike the current generic bilingualism course requirement, EBS 701, this course is specifically designed to help pre-service teachers in early childhood and childhood settings learn how to connect linguistically responsive teaching practice to language development research and educational policy, and how to support immigrant parents' participation in their children's education.

### **4. Learning Outcomes:**

By the end of the course, candidates will be able to:

1. Describe the nature of bilingualism/multilingualism and the process of becoming bilingual and bi-literate
2. Discuss the major theories of first and second language acquisition and learning and how they inform teaching in early childhood and childhood settings;
3. Recognize the phonological, morphological, orthographic, and syntactic changes that occur as bilingual children acquire home and new languages.
4. Apply the relationship between theories of language acquisition to design program models for emergent bilinguals in early childhood and childhood educational settings, e.g., English as a second language, dual language, transitional bilingual
5. Implement current language assessment practices and policies
6. Understand the historical foundations of language education and policy as well as current national and local policies that inform the identification, evaluation and servicing of emergent bilingual learners/English learners in Early Childhood and Childhood educational settings;
7. Build partnerships with students' families, serve as community resources, and advocate for emergent bilinguals who are learning English to ensure their access to academic content, resources, and instructional technology.

### **5. Date of departmental approval:** March 1, 2017

**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.Ed; Early Childhood Education with bilingual extension, M.S.Ed.

Hegis Number: 0823.00

Program Code: 25780, 25776

Effective Term: Fall 2017

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).

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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EBS 701 Issues in Bilingualism; 3 credits

Methods Courses (18 credits):

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EBS 701 Issues in Bilingualism; 3 credits

Methods Courses (48 credits):

EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood



Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EBS 701 Issues in Bilingualism; 3 credits

Methods Courses (18 credits):

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

OR

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

Master's Project (3):

EDC 756 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

**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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits  
EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits  
EDS 702 The Young Child with Special Needs; 3 credits  
EBS 701 Issues in Bilingualism; 3 credits

Methods Courses (18-credits):

EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits  
EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits  
EDC 781 Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2, 3 credits

OR

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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 The Young Child with Special Needs, 3 credits  
EDS 743 Behavioral Assessment, Management, and Change, 3 credits

Methods Courses (15 credits):

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits  
EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 704 Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Disabilities, 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

OR

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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):

Foundations (6 credits):

EDS 702 The Young Child with Special Needs, 3 credits

EDS 743 Behavioral Assessment, Management, and Change, 3 credits

Methods Courses (15 credits):

EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 704 Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Disabilities, 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

OR

EDC 781 Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2, 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

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.

### **Early Childhood Education Birth-Grade 2 (39-42 credits)**

#### **Overview**

Students in both Early Childhood Education programs must complete courses in three competency areas, including student teaching. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

### **Early Childhood Education Birth-Grade 2 (39-42 credits)**

39 credits for students with initial or provisional certification in Pre-K-Grade 6 or Childhood Education.

42 credits for students without prior teacher certification.

### **COMPETENCY AREA I: Foundations in Early Childhood Development and Education (15 credits):**

EDC 721 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EDC 734 Programs and Environments for Infants and Toddler, Birth to 3 Years, 3 Credits

Or

Elective, 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 G.P.A. (2) Submit academic portfolio for each course of the first 6-12 credits.

### **COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (18 credits):**

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for entry into student teaching: (1) Successful application to the Student Teaching Coordinator. (2) Complete at least 12 credits in Competency Area II.

**Student Teaching and Seminar (6 credits):**

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

**Student Teaching Internship and Seminar (6 credits):**

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 745 Teaching Internship and Seminar I, 1 credit

EDC 746 Teaching Internship and Seminar II, 1 credit

EDC 748 Teaching Internship and Seminar IV, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 747 Teaching Internship and Seminar III, 2 credits

EDC 748 Teaching Internship and Seminar IV, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 758 Intensive Teaching Internship and Seminar I, 3 credits

EDC 759 Intensive Teaching Internship and Seminar II, 3 credits

Fulfill requirements for continuation: (1) Successful completion of student teaching or internship. (2) Submit an academic portfolio for each course of the first 36-39 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

**COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits):**

EDC 756 Teacher as Researcher and Writer, 3 credits

EDC 757 Ethics and Professionalism in Early Childhood Teaching, 3 credits

EDC 757 Only for certified students.

**Early Childhood Education: Integration of Bilingual Extension, Birth-Grade 2 (45-48 credits)**

The Bilingual Extension of the Initial or Professional Certificate enables one to teach bilingual students. The requirements for the Initial or Professional Certificates must be fulfilled before a Bilingual Extension can be issued. In addition, the Bilingual Education Assessment (BEA) exam is required.

**COMPETENCY AREA I: Foundations in Early Childhood Development and Education (18 credits):**

EDC 721 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits  
 EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits  
 EDS 702 The Young Child with Special Needs; 3 credits  
~~SPE 703 Theory and Application of Bilingualism to Speech Language Pathology, 3 credits~~  
 Or EBS 701 Issues in Bilingualism, 3 credits  
 EDC 734 Programs and Environments for Infants and Toddler, Birth to 3 Years, 3 Credits  
 Or  
 Elective, 3 credits  
 EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 GPA (2) Submit academic portfolio for each course of the first 6-12 credits.

**COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (21 credits):**

EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits  
 EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits  
 EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits  
 EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits  
 EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits  
 EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for entry into student teaching: (1) Successful application to Student Teaching Coordinator. (2) Complete at least 15 credits in Competency Area II.

**Student Teaching and Seminar (6 credits):**

EDC 795 Student Teaching/Internship Seminar, 3 credits  
 EDC 781 Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2  
 Or  
 EDC 790 Supervised Student Teaching: Pre-K to Grade 2

**Student Teaching Internship and Seminar:**

EDC 795 Student Teaching/Internship Seminar, 3 credits  
 EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits  
 EDC 745 Teaching Internship and Seminar I, 1 credit  
 EDC 746 Teaching Internship and Seminar II, 1 credit  
 EDC 748 Teaching Internship and Seminar IV, 2 credits  
 EDC 749 Teaching Internship and Seminar V, 2 credits  
 EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 747 Teaching Internship and Seminar III, 2 credits

EDC 748 Teaching Internship and Seminar IV, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 758 Intensive Teaching Internship and Seminar I, 3 credits

EDC 759 Intensive Teaching Internship and Seminar II, 3 credits

Fulfill requirements for continuation: (1) Successfully complete student teaching. (2) Submit an academic portfolio for each course of the first 45 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

**COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits):**

EDC 756 Teacher as Researcher and Writer, 3 credits

EDC 757 Ethics and Professionalism in Early Childhood Teaching, 3 credits

EDC 757: Only for certified students.

**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) 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) 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 EDC 709 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 5); 30 credits

(Sequence 6). 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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EBS 701 Issues in Bilingualism; 3 credits

OR EDC 709 Multilingualism in the Classroom, Birth to Grade Six; 3 credits

Methods Courses (18 credits):

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EBS 701 Issues in Bilingualism; 3 credits

OR EDC 709 Multilingualism in the Classroom, Birth to Grade Six; 3 credits

Methods Courses (21 credits):



EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 727 Teaching English as a Second Language (Pre-K to Grade 6); 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EBS 701 Issues in Bilingualism; 3 credits

OR EDC 709 Multilingualism in the Classroom, Birth to Grade Six; 3 credits

Methods Courses (18 credits):

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

OR

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

Master's Project (3):

EDC 756 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

**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 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EBS 701 Issues in Bilingualism; 3 credits

OR EDC 709 Multilingualism in the Classroom, Birth to Grade Six; 3 credits

Methods Courses (21 credits):

EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 727 Teaching English as a Second Language (Pre-K to Grade 6): 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 781 Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2, 3 credits

OR

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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 The Young Child with Special Needs, 3 credits

EDS 743 Behavioral Assessment, Management, and Change, 3 credits

Methods Courses (15 credits):

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 704 Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Disabilities, 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

OR

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

Master's Project (3):

EDC 756 Teacher as Researcher and Writer, 3 credits

**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):

Foundations (6 credits):

EDS 702 The Young Child with Special Needs, 3 credits

EDS 743 Behavioral Assessment, Management, and Change, 3 credits

Methods Courses (15 credits):

EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 704 Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Disabilities, 3 credits

Student Teaching Practicum (6 credits):

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

OR

EDC 781 Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2, 3 credits

Master's Project (3):  
EDC 756 Teacher as Researcher and Writer, 3 credits

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

- E complete the master's degree (Sequences 1, 2, 3, 4,5, or 6) with a cumulative index of 3.0 or better;
- F present passing scores on the following New York State examinations: 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);
- G complete the mandatory training in child abuse identification and reporting, violence prevention, and DASA; and
- H demonstrate successful completion of a liberal arts and sciences core specific to teachers. Please see advisor for more information.

### **Early Childhood Education Birth-Grade 2 (39-42 credits)**

#### **Overview**

Students in both Early Childhood Education programs must complete courses in three competency areas, including student teaching. To progress from one competency area to the next, candidates must meet continuation requirements as listed below.

### **Early Childhood Education Birth-Grade 2 (39-42 credits)**

39 credits for students with initial or provisional certification in Pre-K-Grade 6 or Childhood Education.

42 credits for students without prior teacher certification.

### **COMPETENCY AREA I: Foundations in Early Childhood Development and Education (15 credits):**

EDC 721 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits

EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EDC 734 Programs and Environments for Infants and Toddler, Birth to 3 Years, 3 Credits

Or

Elective, 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 G.P.A. (2) Submit academic portfolio for each course of the first 6-12 credits.

**COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (18 credits):**

EDC 713 Literacy Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 714 Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for entry into student teaching: (1) Successful application to the Student Teaching Coordinator. (2) Complete at least 12 credits in Competency Area II.

**Student Teaching and Seminar (6 credits):**

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 790 Supervised Student Teaching: Pre-K to Grade 2, 3 credits

**Student Teaching Internship and Seminar (6 credits):**

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 745 Teaching Internship and Seminar I, 1 credit

EDC 746 Teaching Internship and Seminar II, 1 credit

EDC 748 Teaching Internship and Seminar IV, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 747 Teaching Internship and Seminar III, 2 credits

EDC 748 Teaching Internship and Seminar IV, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 758 Intensive Teaching Internship and Seminar I, 3 credits

EDC 759 Intensive Teaching Internship and Seminar II, 3 credits

Fulfill requirements for continuation: (1) Successful completion of student teaching or internship. (2) Submit an academic portfolio for each course of the first 36-39 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

**COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits):**

EDC 756 Teacher as Researcher and Writer, 3 credits

EDC 757 Ethics and Professionalism in Early Childhood Teaching, 3 credits

EDC 757 Only for certified students.

**Early Childhood Education: Integration of Bilingual Extension, Birth-Grade 2 (45-48 credits)**

The Bilingual Extension of the Initial or Professional Certificate enables one to teach bilingual students. The requirements for the Initial or Professional Certificates must be fulfilled before a Bilingual Extension can be issued. In addition, the Bilingual Education Assessment (BEA) exam is required.

**COMPETENCY AREA I: Foundations in Early Childhood Development and Education (18 credits):**

EDC 721 Child Study and Developmental Assessment, Birth to Grade 2; 3 credits  
EDC 722 Child Development and Program Design in Early Childhood Settings, Birth to Grade 2; 3 credits

EDS 702 The Young Child with Special Needs; 3 credits

EDC 709 Multilingualism in the Classroom, Birth to Grade Six; 3 credits

Or EBS 701 Issues in Bilingualism, 3 credits

EDC 734 Programs and Environments for Infants and Toddler, Birth to 3 Years, 3 Credits

Or

Elective, 3 credits

EDC 735 Family, School and Community Interaction in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for continuation: (1) Complete first 6 credits with a 3.0 GPA (2)

Submit academic portfolio for each course of the first 6-12 credits.

**COMPETENCY AREA II: Professional Coursework in Early Childhood Development and Education (21 credits):**

EDC 738 Literacy in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 739 Social Studies Concept Development in Bilingual/Bicultural Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 727 Teaching English as a Second Language (Pre-K to Grade 6); 3 credits

EDC 715 Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 716 Developing Young Children's Concepts in Art, Birth to Grade 2; 3 credits

EDC 717 Developing Science Concepts in Early Childhood Settings, Birth to Grade 2; 3 credits

EDC 718 Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2; 3 credits

Fulfill requirements for entry into student teaching: (1) Successful application to Student Teaching Coordinator. (2) Complete at least 15 credits in Competency Area II.

**Student Teaching and Seminar (6 credits):**

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 781 Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2

Or

EDC 790 Supervised Student Teaching: Pre-K to Grade 2

**Student Teaching Internship and Seminar:**

EDC 795 Student Teaching/Internship Seminar, 3 credits

EDC 784 Supervised Student Teaching Internship, Birth to Grade 2, 3 credits

EDC 745 Teaching Internship and Seminar I, 1 credit

EDC 746 Teaching Internship and Seminar II, 1 credit

EDC 748 Teaching Internship and Seminar IV, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 747 Teaching Internship and Seminar III, 2 credits

EDC 748 Teaching Internship and Seminar IV, 2 credits

EDC 749 Teaching Internship and Seminar V, 2 credits

or

EDC 758 Intensive Teaching Internship and Seminar I, 3 credits

EDC 759 Intensive Teaching Internship and Seminar II, 3 credits

Fulfill requirements for continuation: (1) Successfully complete student teaching. (2)

Submit an academic portfolio for each course of the first 45 credits, with evidence of achieved outcomes. (3) Apply for Initial or Professional Certification.

**COMPETENCY AREA III: Professional Practice in Early Childhood Education (3-6 credits):**

EDC 756 Teacher as Researcher and Writer, 3 credits

EDC 757 Ethics and Professionalism in Early Childhood Teaching, 3 credits

EDC 757: Only for certified students.

**Rationale:**

There was one typo: Sequence 4 was listed twice. There is a Sequence 5 and Sequence 6.

There was a second typo: EDC 727 Teaching English as a Second Language (Pre-K to Grade 6); 3 credits, was listed in the Early Childhood degree requirements, but was not listed in the list of courses. This is a required course for the bilingual extension in the Early Childhood graduate program and needs to be included in the list of required courses, not just in the degree requirements.

New York State no longer requires the Academic Literacy Skills Test (ALST) so that has been removed as a requirement.

The Early Childhood and Childhood Education department has designed their own course, EDC 709 Multilingualism in the Classroom, Birth to Grade Six, to prepare teachers from Birth to Grade 6 to effectively work with multilingual children and their families. The course outcomes are directly aligned with the standards outlined by NYS for teachers in early childhood and childhood classrooms (and are assessed in the

Educating All Students exam required for teaching certification). Unlike the current generic bilingualism course requirement, EBS 701, this course is specifically designed to help pre-service teachers in early childhood and childhood settings learn how to connect linguistically responsive teaching practice to language development research and educational policy, and how to support immigrant parents' participation in their children's education.

5. **Date of departmental approval:** March 1, 2017



**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.Ed; Early Childhood Education with bilingual extension, M.S.Ed.

Hegis Number: 0823.00

Program Code: 25780, 25776

Effective Term: Fall 2017

1. **Type of Change:** Change in Admissions Requirements
2. **From:**

Early Childhood Education Entrance Requirements

- A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An essay outlining career goals (500 words).
- ~~Submit scores on New York State's Academic Literacy Skills Test (ALST) for advisement purposes if initial certification is not successfully completed~~
- An interview might be scheduled upon faculty request.
- Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level.

3. **To:**

Early Childhood Education Entrance Requirements

- A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An essay outlining career goals (500 words).

- An interview might be scheduled upon faculty request.
- Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level.

**Rationale:**

New York State no longer requires the Academic Literacy Skills Test (ALST) so that has been removed as a requirement.

5. **Date of departmental approval:** March 1, 2017

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

**DEPARTMENT OF LATIN AMERICAN, LATINO AND  
PUERTO RICAN STUDIES**

**CURRICULUM CHANGE**

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

2.

Department(s)	Latin American, Latino and Puerto Rican Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Latin American, Latino and Puerto Rican Studies
Course Prefix & Number	LAC 750
Course Title	Topics in Latin American, Latino and Puerto Rican Studies
Description	Study of various topics in Latin American, Latino and Puerto Rican Studies. For specific topics and sections each semester, consult the Department. (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval
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

3. **Rationale:**

This course can be used by students in the MA program in Liberal Studies (MALS) as an equivalent to graduate-level courses in Latin American, Latino and Puerto Rican Studies taken by epermit at other CUNY campuses.

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

- Understand Latin American, Latino/a, and/or Puerto Rican cultures through an appreciation for the diversity of these populations
- Critically analyze the Latin American, Latino/a, and/or Puerto Rican experience in terms of significant issues, theories, current problems, and solutions
- Conduct research on a current important issue facing Latin American, Latino/a, and/or Puerto Rican populations
- Explain the main developments in Latin American, Latino/a, and/or Puerto Rican history and culture *and/or* show competence in the artistic expressions of Latin Americans, Latinos/as, and/or Puerto Ricans

**5. Date of Departmental Approval: March 7, 2017.**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Secondary Education
Course Prefix & Number	ESC 538
Course Title	Principles of Computer Science Education II
Description	Focus on teaching approaches for human computer interaction, problem solving, web design, programming, data analysis, and robotics in secondary education settings. Includes best practices in ways to analyze and translate creative solutions and artifacts in project-based learning environment.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

ESC 538 is modeled from a national effort to spread computer science courses into all schools funded by the National Science Foundation. Further, New York State and New York City implemented the new *Computer Science for All* initiative in fall 2015. This will require classroom teachers to have more specialized knowledge in instructional technology, including key pedagogical design principles, including human computer interactions, in computer science education.

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

By the end of the course teacher should be prepared to integrate the following into computer science pedagogy:

- Analyze one's own computational work and the work of others
- Apply abstractions and models to various computing problems
- Design and implement rubrics to analyze creative solutions and artifacts (such as creating stories, animations, robotics and games on a programming platform)
- Analyze effects of development in computing
- Connect computing with other disciplines
- Communicate thoughts processes and results in simple formats
- Work effectively in teams

**5. Date of Departmental Approval: February 22, 2017**

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

**DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION**

**CURRICULUM CHANGE**

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Secondary Education
Course Prefix & Number	ESC 539
Course Title	Principles of Project Design and Assessment in Computer Science Education
Description	Examine how to assess performance tasks associated with computational thinking in secondary classroom settings. Includes ways to create and use assessments when engaging with instruction material that require an iterative process similar to computer scientists and engineers use to bring ideas to life in a project-based environment.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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**3. Rationale:**

ESC 539 is part of a national effort to spread computer science courses into all schools funded by the National Science Foundation. Further, New York State and New York City implemented the new *Computer Science for All* initiative in fall 2015. This will require classroom teachers to have more specialized knowledge in instructional technology, including assessment in computer science education.

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

By the end of the course participants will be prepared to integrate the following into computer science pedagogy:

- Design assessment that aligns to college-ready computer science standards
- Connect computing to its effects on society related to innovations
- Create projects like digital music, animations, websites, and programs using an iterative design technique
- Use abstraction to develop models and simulations of natural and artificial phenomena, make predictions about the world, and analyze their efficacy and validity
- Analyze problems and projects to be able to propose solutions
- Communicate about the impact of technology and the processes that are used to generate new ideas
- Collaborate with other individuals with diverse perspectives, skills, and backgrounds to address complex and open-ended problems

**5. Date of Departmental Approval: February 22, 2017**



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

**DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION**

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

**2.**

Department	Middle & High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject area	Education
Course Prefix & Number	ESC 715
Course Title	Restorative Practices/Restorative Justice: Professional Development
Description	Knowledge, skills, and abilities needed to design, implement and assess a restorative practices/restorative justice (RP/RJ) professional development program in schools and community organizations.
Pre/Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attributes	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

For the past two years, the NYC Council and NYC Department of Education have been providing basic restorative practices/restorative justice (RP/RJ) training to NYC teachers. What now needs to be addressed is the development of a RP/RJ team leader or coordinator to support and guide a whole school or whole community to incorporate RP/RJ philosophy and practices. This will include the team leader or coordinator

developing, and implementing and assessing a coherent model of RP/RJ professional development. This course is one of four courses of a new 4-course RP/RJ Leadership certificate program [ESC 701, ESC 713 (in the catalog), ESC 715 and ESC 716 (submitted as experimental courses)] being developed in collaboration with the NYC Department of Education and RP/RJ organizations: Restorative Justice, James Baldwin High School; Restorative Justice, Satellite Academy; and School Culture, Office of Safety and Youth Development.

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

- 1) Develop an understanding of the principles of the design and implementation of restorative practices and restorative justice- based professional development of a whole-school or community organization
- 2) Develop a school-wide and community organization leadership team that includes a range of diverse stakeholders (administrators, staff, parents, youth, young adults, safety officers, and community businesses).
- 3) Create and assess the restorative leadership team's development and identify areas of strengths and weaknesses
- 4) Apply assessment findings to modify a restorative leadership team's development
- 5) Apply Danielson's model of professional development

**5. Date of Departmental Approval: March 16, 2017**

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

**DEPARTMENT OF MIDDLE & HIGH SCHOOL EDUCATION**

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

**2.**

Department	Middle & High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject area	Education
Course Prefix & Number	ESC 716
Course Title	Restorative Practices/Restorative Justice: Inquiry-Based Research
Description	Knowledge, skills, and abilities needed to assess short- and long-term impact and effective of restorative practices and restorative justice (RP/RJ) prevention and intervention programs.
Pre/Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attributes	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

In K-12 schools, social work, justice and criminal systems a range of restorative justice prevention and intervention programs are being implemented. Critical attention now needs to be given to assessing both the short- and long-term impact of these programs on the development of healthy learning communities and the reduction of violence, harm and injury. This course will prepare current and future restorative practitioners,

whole-school and whole-community program coordinators to apply inquiry-based research methodologies to determine program effectiveness to include but not limited to social, emotional, intellectual, creative development and nonviolent conflict prevention and resolution. This course is one of four courses of a new 4-course RP/RJ Leadership certificate program [ESC 701, ESC 713 (in the catalog), ESC 715 and ESC 716 (submitted as experimental courses)] being developed in collaboration with the NYC Department of Education and RP/RJ organizations: Restorative Justice, James Baldwin High School; Restorative Justice, Satellite Academy; and School Culture, Office of Safety and Youth Development.

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

- 1) Develop an understanding of the principles of the design and implementation of inquiry-based research
- 2) Implement, evaluate, and modify an inquiry-based research project
- 3) Apply inquiry-based research methodology to both individual and team projects
- 4) Implement findings of an inquiry-based research project
- 5) Determine if Institutional Review Board (IRB) approval is required and how to meet IRB requirements

**5. Date of Departmental Approval: March 16, 2017**

**Senate Meeting – May 3, 2017**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC  
with a quorum present (8 of 10 members in attendance) on April 5, 2017:**

1. Biological Sciences
  - Change course BIO 182
  - Change course BIO 230
2. Journalism, Communications & Theater
  - Change degree BFA
  - Change degree BA Dance
  - Change degree BA Theater
  - New course DNC (THE) 225
  - New course DNC (THE) 314
  - New course DNC 322
  - New course DNC 422
  - New course DNC (THE) 425
  - Change course DNC 209
  - Change course DNC 4210
  - Change course THE 200
  - Change course THE 201
  - Change course THE 202
  - Change course THE 203
  - Change course THE 204
  - New course THE 343
  - Change course DNC 352
3. Mathematics & Computer Science
  - MAT 128 for Pathways
4. Sociology
  - New Course (removal of “experimental” designation) SOC 300

Next meeting: May 10, 2017, 1 p.m., SC 1405A

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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisites

2. **From:**

Department(s)	Biological Sciences
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	Biology
Course Prefix & Number	BIO 182
Course Title	Anatomy and Physiology II
Description	Continuation of BIO 181. Lecture topics include the cardiovascular, respiratory, digestive, renal, endocrine, and reproductive systems. Emphasis is given to the physiological functioning of these systems.
Pre/ Co Requisites	BIO 181
Credits	4
Hours	5
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)	Biological Sciences
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	Biology
Course Prefix & Number	BIO 182
Course Title	Anatomy and Physiology II
Description	Continuation of BIO 181. Lecture topics include the cardiovascular, respiratory, digestive, renal, endocrine, and reproductive systems. Emphasis is given to the physiological functioning of these systems.
Pre/ Co Requisites	<u>BIO 181 (completed with a grade of C- or better)</u>
Credits	4
Hours	5
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** To help students pass the course and to better prepare them for upper level nursing and health sciences courses. The year-long

anatomy and physiology (181/182) courses should be taken in sequence. Based on the Bio faculty's experience, if students do not pass Bio181 with at least a C-, it is usually an indication that the students are not ready to take Bio 182. Repeating Bio181 makes it easier for students to master the concepts and build a strong foundation for subsequent courses. These students might serve clients and patients at some point in their career hence, having a solid knowledge of anatomy and physiology would ensure that they better serve the public. Additionally, there is precedence at Lehman College for requiring a specific grade for advancing to higher level courses such as those offered by the Sociology Department.

5. **Date of departmental approval:** March 22, 2017



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

**DEPARTMENT OF BIOLOGICAL SCIENCES**

**CURRICULUM CHANGE**

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

2. **From:**

Department(s)	Biological Sciences
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	Biology
Course Prefix & Number	BIO 230
Course Title	Microbiology
Description	(Open only to students majoring in Nursing; Dietetics, Foods, and Nutrition; Health Education; and Physical Education.) A survey of microbes and their structure, chemical composition, cultivation, ecology, and metabolism; special emphasis on applied aspects (infectious diseases and human resistance, food and industrial microbiology. Note: <del>The course cannot fulfill any requirements within the BIO major or BIO minor.</del>
Pre/ Co Requisites	<del>Two semesters of 100-level biology.</del>
Credits	4
Hours	6
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)	Biological Sciences
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	Biology
Course Prefix & Number	BIO 230
Course Title	Microbiology
Description	<u>(The course cannot fulfill any requirements within the BIO major or BIO minor. Open only to students majoring in Nursing; Dietetics, Foods, and Nutrition; Health Education; and Physical Education.)</u> A survey of microbes and their structure, chemical composition, cultivation, ecology, and metabolism; special emphasis on applied aspects (infectious diseases and human resistance, food and industrial microbiology).
Pre/ Co Requisites	<u>Either BIO181 and BIO 182, or, BIO 166 and BIO 167 (completed with a grade of C- or better in each course).</u>
Credits	4
Hours	6
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

To help students pass the course and to better prepare them for upper level nursing or health sciences courses. Based on the Bio faculty's experience, if students do not pass 100 level Bio courses with at least a C, it is usually an indication that the students are not ready to take Bio 230. Repeating the 100-level introductory courses makes it easier for students to master the concepts and build a strong foundation for subsequent courses. These students might serve clients and patients at some point in their career hence, having a solid knowledge of anatomy and physiology and microbiology would ensure that they better serve the public. Additionally, there is precedence at Lehman College for requiring a specific grade for advancing to higher level courses such as those offered by the Sociology Department.

Also, many students mistakenly register for Bio 230 to fulfill their biology major requirements. To prevent biology majors from taking a course that they do not need, we are asking that the statement be included in the course description instead of being displayed as a Note.

5. **Date of departmental approval:** March 22, 2017

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

**Name of Program and Degree Award:** Theatre/Dance Program - Multimedia Performing Arts B.F.A.

**Hegis Number:** 1008.00

**Program Code:** 02599

**Effective Term:** Fall 2017

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

2. **From:**

**60 Credit Major in Multimedia Performing Arts, B.F.A.**

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

Core Requirements (25)

- 2 THE 205: Voice and Diction for the Stage
- 3 THE 208: Acting I
- ~~3 THE 211: Play Analysis~~
- 3 THE 235: Stagecraft
- ~~3 FTS 215: Camera and Lighting~~
- ~~3 FTS 224: Editing~~
- 3 DNC (THE) 220: Movement for Actors and Dancers
- 3 DNC (THE) 323: Improvisation
- 1 DNC (THE) 306: Multimedia Production Workshop
- 1 DNC (THE) 307: Multimedia Post-Production Workshop

Dance Track (25-credits)

- 3 DNC 345: Choreography and Improvisation
- 3 DNC 420: Dance History
- 1 DNC 445: Advanced Student Performance Workshop
- ~~1 DNC 4590: Multimedia Performing Arts Project~~

~~3 Selected from:~~

- ~~THE 238 African American Theatre (3)~~
- ~~THE 243: Queer Theatre (3)~~
- ~~THE 326: History of the Theatre I (3)~~

~~THE 327: History of the Theatre II (3)~~  
~~THE 3280: History of Musical Theatre (3)~~  
~~THE 443: Contemporary World Theatre (3)~~

3 Selected from:

DNC 252: World Dance Principles (3)  
~~DNC 321: Dance for Musical Theatre (3)~~  
DNC 352: World Dance (3)  
~~DNC 3210: Hip Hop (3)~~

4 Selected from:

DNC 201: Ballet Principles I (2)  
DNC 202: Ballet Principles II (2)  
DNC 302: Intermediate Ballet (2)  
DNC 303: Advanced Ballet (2)

6 Selected from:

DNC 211: Modern Dance Principles I (3)  
DNC 212: Modern Dance Principles II (3)  
DNC 311: Intermediate Modern Dance (3)  
DNC 411: Advanced Modern Dance (3)

1 Selected from:

DNC 304: Technique Workshop: Ballet (1)  
DNC 362: Technique Workshop: World (1)  
DNC 412: Technique Workshop: Modern (1)  
~~DNC 421: Technique Workshop: Dance for Musical Theatre (1)~~  
DNC 4210: Technique Workshop: Jazz and Contemporary American Forms (1)

Electives (40 credits) Selected in Consultation with an Advisor

300- or 400-level DNC  
200-300- or 400-level THE  
FTS 226: Audio Production (3)  
~~FTS 316: Film and Video Production (3)~~  
~~THE (FTS) 343: Voice Over for Radio, Film, TV (3)~~

~~Note: To graduate with honors, students must take DNC 4951: Honors Multimedia Performing Arts Project. To enroll, students must have a 3.5 GPA in the major, have taken DNC 4950 and have Departmental Permission.~~

~~\*\*It is recommended that students take DNC 235 Dance Perspectives to fulfill their Area IV Arts Requirement~~

Theatre Track (27 credits)

2 THE 305: Advanced Voice and Diction  
3 THE 309: Screenwriting

- 3 THE 326: History of Theatre I
- 3 THE 331: Acting II
- 3 THE 335: Directing I
- 3 THE 344: Acting for the Camera
- 3 THE 348: Performing Arts Management
- ~~1 THE 4950: Multimedia Performing Arts Project~~

3 selected from:

- THE 238: African American Theatre (3)
- THE 243: Queer Theatre (3)
- THE 327: History of Theatre II (3)
- THE 443: Contemporary World Theatre (3)
- DNC 420: Dance History
- THE 3280: History of Musical Theatre (3)

And 3 selected from:

- THE 370 Theatre Internship (3)
- THE 449 Working in the Performing Arts (3)
- THE 492 Research Project (3)

Or

THE 4951 Honors Multimedia Performing Arts Project (3)

~~Note: To graduate with honors, students must take THE 4951 Honors Multimedia Performing Arts Project. To enroll, students must have a 3.5 GPA in the major, have taken THE 4950 and have Departmental Permission.~~

Electives (8 credits) Selected in Consultation with an Advisor

- 200- 300- or 400-level DNC
- 300- or 400-level THE
- FTS 226: Audio Production (3)
- ~~FTS 316: Film and Video Production (3)~~
- ~~THE (FTS) 343: Voice Over for Radio, Film, TV (3)~~

~~\*\*It is recommended that students take THE 241 The Art of the Theatre or FTS 213: History of Cinema to fulfill their Area IV Arts Requirement~~

3. To:

### **60 Credit Major in Multimedia Performing Arts, B.F.A.**

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

Core Requirements (24)

- 2 THE 205: Voice and Diction for the Stage
- 3 THE 208: Acting I
- 3 THE 235: Stagecraft
- 3 DNC (THE) 225 Tools for Digital Storytelling
- 3 DNC (THE) 220: Movement for Actors and Dancers
- 3 DNC (THE) 323: Improvisation
- 3 DNC (THE) 425: Devised Multimedia Performance
- 1 DNC (THE) 4590: Multimedia Performing Arts Project

1 credit selected from

- THE 200: Theatre Workshop: Acting/Directing (1)
- DNC 209: Dance Workshop (1)

2 credits selected from

- THE 201: Theatre Workshop: Scenery/Properties (1)
- THE 202: Theatre Workshop: Costume/Wardrobe (1)
- THE 203: Theatre Workshop: Lighting/Sound (1)
- THE 204: Theatre Workshop: Stage Management (1)
- DNC (THE) 306: Multimedia Production Workshop (1)
- DNC (THE) 307: Multimedia Post-Production Workshop (1)

#### Dance Track (36 credits)

- 3 DNC 345: Choreography and Improvisation
- 3 DNC 420: Dance History
- 1 DNC 445: Advanced Student Performance Workshop

3 credits selected from:

- DNC 252: World Dance Principles (3)
- DNC 352: Special Topics in World Dance (3)

3 credits selected from:

- DNC 322: Urban Dance I (3)
- DNC 3210: Hip Hop (3)
- DNC 422: Special Topics in Urban Dance II (3)

4 credits selected from:

- DNC 201: Ballet Principles I (2)
- DNC 202: Ballet Principles II (2)
- DNC 302: Intermediate Ballet (2)
- DNC 303: Advanced Ballet (2)

6 credits selected from:

- DNC 211: Modern Dance Principles I (3)
- DNC 212: Modern Dance Principles II (3)
- DNC 311: Intermediate Modern Dance (3)
- DNC 411: Advanced Modern Dance (3)

1 credit selected from:

- DNC 304: Technique Workshop: Ballet (1)
- DNC 362: Technique Workshop: World (1)
- DNC 412: Technique Workshop: Modern (1)
- DNC 4210: Technique Workshop: Urban Dance Forms (1)

Electives (12 credits) Selected in Consultation with an Advisor

Any 200-, 300- or 400-level DNC (except DNC 235)

Any 200-, 300- or 400-level THE (except THE 241)

Any of the following FTS courses:

FTS 215: Camera and Lighting (3)

FTS 224: Editing (3)

FTS 226: Audio Production (3)

\*\* It is recommended that students take DNC 235 or THE 241 to fulfill a General Education Requirement. DNC 235 and THE 241 may not count as electives within the Multimedia Performing Arts BFA

Theatre Track (36 credits)

- 3 THE 211: Play Analysis
- 2 THE 305: Advanced Voice and Diction
- 3 THE 309: Digital Storytelling
- 3 THE 326: History of Theatre I
- 3 THE 331: Acting II
- 3 THE 335: Directing I
- 3 THE 344: Acting for the Camera
- 3 THE 348: Performing Arts Management

3 credits selected from:

- THE 238: African American Theatre (3)
- THE 243: Queer Theatre (3)
- THE 327: History of Theatre II (3)
- THE 443: Contemporary World Theatre (3)
- DNC 420: Dance History
- THE 3280: History of Musical Theatre (3)

3 credits selected from:

- THE 370 Theatre Internship (3)
- THE 314: Advanced Stage Management
- THE 449 Working in the Performing Arts (3)
- THE 492 Research Project (3)

Or

THE 4951 Honors Multimedia Performing Arts Project (3)



Electives (7 credits) Selected in Consultation with an Advisor

Any 200-, 300- or 400-level DNC (except DNC 235)

Any 200-, 300- or 400-level THE (except THE 241)

Any of the following FTS courses:

FTS 215: Camera and Lighting (3)

FTS 224: Editing (3)

FTS 226: Audio Production (3)

\*\* It is recommended that students take DNC 235 or THE 241 to fulfill a General Education Requirement. DNC 235 and THE 241 may not count as electives within the Multimedia Performing Arts BFA

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

New Courses: Although the majority of the courses in the major remain the same, there were some holes in the previous iteration of the major. To address that, we have added a few new classes, DNC (THE) 225 Tools for Digital Storytelling, DNC (THE) 425 Devised Multimedia Performance, THE 314 Stage Management, DNC 322 Urban Dance I and DNC 422 Special Topics in Urban Dance II. DNC (THE) 225 Tools for Digital Storytelling will replace FTS 215 Camera and Lighting and FTS 224 Editing. Theatre and Dance will be merging with Music in fall 2017. During our assessment process, we recognized that our majors would be better served by a course designed to target discipline specific skills. DNC (THE) 425 was added to address the gap in the curriculum between the skill building classes in the core and the final capstone project DNC (THE) 4950. We realized that the current curriculum didn't prepare the students sufficiently to integrate the skills they had learned and work independently on their capstone project. This new course will give students an experiential learning opportunity as well as a chance to integrate the skills they have learned in their previous classes. Students will be guided in the process of devising a group multimedia project. DNC (THE) 425 will provide an opportunity for faculty to lead students through the process of devising their own work, so that they are prepared to work independently on their capstone project in DNC (THE) 4950. THE 314 Stage Management has been added to give students who might want to pursue stage management as a career the opportunity to work at an advanced level. We have created THE 343: Voice-Over for Multimedia Platforms to replace FTS 343. In the past we used FTS 343 as our voice-over class. Now that we are being moved from the Journalism, Communication and Theatre Department to Music, we would like to move away from offering JC classes and instead develop our own courses that are more focused on the specific needs of our majors. Urban Dance I and Special Topics in Urban Dance II have been added as a way to more accurately reflect the dance styles that are practiced by our student body as well as current trends in dance training.

Changes in names and prerequisites: We have also renamed a few courses and changed the prerequisites on others. THE 309: Playwriting is being renamed Digital Storytelling to more accurately reflect the content of the class. The Multimedia Performing Arts BFA is designed to give students experience in a wide range of media. We would like to expand THE 309 to include other types of digital storytelling besides screenplays. This change will also help connect the course to THE 225 Tools for Digital

Storytelling. THE 201, THE 202, THE 203 and THE 204 have all had their prerequisites removed. They are 200-level classes and students should have access without a prerequisite. The need for departmental consent for THE 308 and 309 has also been removed. Students do not need special consent for those courses. The need to give every student permission was making the registration process unnecessarily cumbersome. The prerequisites for THE 200 and DNC 209 have been clarified. These 200-level classes are unique in that they are only for students who are cast in departmental productions. We have made them repeatable to allow students to receive credit for participation in more than one production. These changes will help streamline the registration process and give students credit for the work that they are doing on productions.

Adding DNC 209, THE 200, THE 201, THE 202, THE 203 and THE 204 to DNC (THE) 306/307 as part of the pool of one-credit production workshops will expand the choices available to students. This change is in line with Program Goal #3: "Demonstrate the ability to utilize production equipment effectively for performance." As our productions focus more on combining different kinds of media, we want to give our students the opportunity to gain knowledge in a variety of areas. Having the same production requirements throughout the majors will foster increased collaboration between BA and BFA students, who often work on the same Lehman College theatre productions. DNC 209 and THE 200 have been singled out because they are performance-based workshop classes as opposed to the others that are technical workshop classes.

Taking out the note about DNC and THE 485 Theatre Honors: Because students automatically receive graduation honors based on their GPA, the note linking THE 485 to the ability to graduate with honors is misleading. THE 485 offers qualified students the option to complete a special project, but the course is not directly linked to whether or not the student will receive GPA-related honors upon graduation.

Excluding THE 241 Art of the Theatre and DNC 235 Dance Perspectives as electives for the Multimedia Performing Arts BFA: THE 241 and DNC 235 are general education courses that serve as introductions to the discipline. If a Multimedia Performing Arts student did not take this course as part of his or her general education requirements, that student, by the time he or she has completed their core courses in the Multimedia Performing Arts BFA, has been exposed to more specific knowledge of the discipline than is covered in THE 241 or DNC 235. Rather than taking this introductory course as an elective, majors should take a more advanced or specialized course as one of their electives. Taking out the reference to FTS 213 as a recommended general education course will also steer prospective Theatre BA majors towards using our introductory THE 241 course as part of their general education curriculum.

These changes will primarily give students a clearer path through the major and provide them with more options. We will still be offering all the courses currently required in the major so these changes should not negatively impact students who are currently declared under the current version.

5. **Date of departmental approval:** March 8, 2017

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

**Name of Program and Degree Award:** Dance Program - Dance B.A.

**Hegis Number:** 1008.00

**Program Code:** 025686

**Effective Term:** Fall 2017

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

2. **From:**  
**42-Credit Major in Dance, B.A.**

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

Credits (42)

Core Requirements (39)

17 DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3); DNC (THE) 230: Somatics I (2); DNC 345: Choreography and Improvisation (3); DNC 420: Dance History (3); DNC 445: Advanced Student Performance Workshop (1); DNC 451: Choreographic Workshop II (2)

3 Selected from DNC 252: World Dance Principles (3), DNC 352: World Dance (3); ~~DNC 321: Dance for Musical Theatre (3); DNC 3210: Hip Hop (3)~~

9 Selected from DNC 211: Modern Dance Principles I (3); DNC 212: Modern Dance Principles II (3); DNC 311: Intermediate Modern Dance (3); DNC 411: Advanced Modern Dance (3)

2 Selected from DNC 304: Technique Workshop: Ballet (1); DNC 362: Technique Workshop: World (1); DNC 412: Technique Workshop: Modern (1); ~~DNC 421: Technique Workshop: Dance for Musical Theatre (1);~~ DNC 4210: Technique Workshop: Hip Hop (1)

6 Selected from DNC 201: Ballet Principles I (2); DNC 202: Ballet Principles II (2); DNC 302: Intermediate Ballet (2); DNC 303: Ballet Principles III (2)

2 Selected from THE 201: Theatre Workshop: Scenery / Properties (1); THE 202: Theatre Workshop: Costume / Wardrobe (1); THE 203: Theatre Workshop: Lighting /

Sound (1); THE 204: Theatre Workshop: Stage Management (1); DNC 209: Dance Workshop (1)

### **Electives (3)**

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

~~Note: To graduate with honors, students must take DNC 485: Dance Honors. To enroll, students must have a 3.5 GPA in the major and Departmental Permission.~~

~~\*\*It is recommended that students take DNC 235 Dance Perspectives to fulfill their Area IV Arts Requirement~~

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

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

Credits (42)

Core Requirements (38)

17 DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3); DNC (THE) 230: Somatics I (2); DNC 345: Choreography and Improvisation (3); DNC 420: Dance History (3); DNC 445: Advanced Student Performance Workshop (1); DNC 451: Choreographic Workshop II (2)

3 credits selected from:

DNC 252: World Dance Principles (3)  
DNC 352: Special Topics in World Dance (3)

3 credits selected from:

DNC 322: Urban Dance I (3)  
DNC 3210: Hip Hop (3)  
DNC 422: Special Topics in Urban Dance II (3)

4 credits selected from:

DNC 201: Ballet Principles I (2)  
DNC 202: Ballet Principles II (2)  
DNC 302: Intermediate Ballet (2)  
DNC 303: Advanced Ballet (2)

6 credits selected from:

DNC 211: Modern Dance Principles I (3)

DNC 212: Modern Dance Principles II (3)  
DNC 311: Intermediate Modern Dance (3)  
DNC 411: Advanced Modern Dance (3)

2 credits selected from:

DNC 304: Technique Workshop: Ballet (1)  
DNC 362: Technique Workshop: World (1)  
DNC 412: Technique Workshop: Modern (1)  
DNC 4210: Technique Workshop: Urban Dance Forms (1)

1 credit selected from

THE 200: Theatre Workshop: Acting/Directing (1)  
DNC 209: Dance Workshop (1)

2 credits selected from:

THE 201: Theatre Workshop: Scenery/Properties (1)  
THE 202: Theatre Workshop: Costume/Wardrobe (1)  
THE 203: Theatre Workshop: Lighting/Sound (1)  
THE 204: Theatre Workshop: Stage Management (1)  
DNC (THE) 306: Multimedia Production Workshop (1)  
DNC (THE) 307: Multimedia Post-Production Workshop (1)

#### **Electives (4)**

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

\*\* DNC 235 Dance Perspectives cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives to fulfill general education requirements.

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

The changes to the Dance BA follow a similar rationale as for the Multimedia Performing Arts BFA Dance Track. The inclusion of the same set of production courses (DNC 209, THE 200, THE 201, THE 202, THE 203 THE 204, DNC (THE) 306, DNC (THE) 307) will create more continuity between the BA and BFA and allow our productions to run more smoothly. The addition of Urban Dance as a requirement, allows the curriculum to more accurately reflect the dance background of our student population and trends in dance training. Urban dance styles are becoming more and more integrated into both commercial and concert dance and it is important to require them as part of the core.

**5. Date of departmental approval:** March 8, 2017

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION & THEATRE**

**CURRICULUM CHANGE**

**Name of Program and Degree Award:** Theatre, BA

**Hegis Number:** 1007.00

**Program Code:** 02646

**Effective Term:** Fall 2017

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

2. **From:**  
Theatre, B.A. (42 Credit Major)

**Credits (42)**

**26 required core credits:**

	Credits
THE 205 Voice and Diction for the Stage	2
THE 208 Acting I	3
THE 211 Play Analysis	3
THE 235 Stagecraft	3
THE 308 Playwriting	3
THE 326 History of the Theatre I	3
THE 327 History of The Theatre II	3
THE 348 Performing Arts Management	3

THE 370 Theatre Internship 3

Or

~~THE 448 Advanced Performing Arts Management 3~~

**4 credits selected from:**

	Credits
THE 200 Theatre Workshop: Acting / Directing	1
THE 201 Theatre Workshop: Scenery/Properties	1
THE 202 Theatre Workshop: Costume/Wardrobe	1
THE 203 Theatre Workshop: Lighting/Sound	1

## THE 204 Theatre Workshop: Stage Management 1

**12 elective credits selected in consultation with a Theatre faculty advisor from:**

	Credits
THE 200-, 300- or 400-level THE	
<del>THE 485 Theatre Honors</del>	<del>3</del>

~~200-, 300- or 400-level THE:~~ At least 6 credits should be at the 300-400 level.

~~THE 485: To graduate with Departmental Honors, Theatre students must include THE 485: Theatre Honors among their elective credits. To enroll in THE 485, students must have a 3.5 GPA in the Major and receive Departmental Permission.~~

Note: It is recommended that students take THE 241 or ~~FTS 213~~ to fulfill a General Education Requirement.

**3. To:  
Theatre, B.A. (42 Credit Major)**

**Credits (42)****23 required core credits:**

	Credits
THE 205 Voice and Diction for the Stage	2
THE 208 Acting I	3
THE 211 Play Analysis	3
THE 235 Stagecraft	3
THE 308 Playwriting	3
THE 326 History of the Theatre I	3
THE 327 History of The Theatre II	3
THE 348 Performing Arts Management	3

**3 credits selected from:**

	<u>Credits</u>
THE 370 Theatre Internship	3
<u>THE 449 Working in the Performing Arts</u>	<u>3</u>
<u>THE 314 Advanced Stage Management</u>	<u>3</u>

**1 credit selected from:**

<u>DNC 209</u>	<u>Dance Workshop</u>	<u>1</u>
THE 200	Theatre Workshop: Acting / Directing	1

**3 credits selected from:**

THE 201	Theatre Workshop: Scenery/Properties	1
THE 202	Theatre Workshop: Costume/Wardrobe	1
THE 203	Theatre Workshop: Lighting/Sound	1
THE 204	Theatre Workshop: Stage Management	1
<u>THE (DNC) 306</u>	<u>Multimedia Production Workshop</u>	<u>1</u>
<u>THE (DNC) 307</u>	<u>Multimedia Post-Production Workshop</u>	<u>1</u>

**12 elective credits selected in consultation with a Theatre faculty advisor.**  
**Students choose either the Flexible Electives Option or the Liberal Arts Electives Option:**

**Flexible Electives Option: 12 credits, selected from:**

200- 300- or 400-level THE courses

In the Flexible Electives Option, students can substitute up to 3 credits of DNC courses for 3 credits of THE.

Notes:

At least 6 flexible THE elective credits must be at the 300-400 level.

THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.

**Or:****Liberal Arts Electives Option: 12 credits, selected from:**

		Credits
<u>THE 238</u>	<u>African-American Theatre</u>	<u>3</u>
<u>THE 243</u>	<u>Queer Theatre</u>	<u>3</u>
<u>THE 3280</u>	<u>History of Musical Theatre</u>	<u>3</u>
<u>THE 332</u>	<u>Theatre Theory</u>	<u>3</u>
<u>THE 408</u>	<u>Advanced Playwriting Workshop</u>	
<u>THE 439</u>	<u>Studies in the Greek and Roman Theatre</u>	<u>3</u>
<u>THE 440</u>	<u>Studies in Elizabethan and Jacobean Theatre</u>	<u>3</u>
<u>THE 442</u>	<u>Studies in Modern Theatre</u>	<u>3</u>
<u>THE 443</u>	<u>Contemporary World Theatre</u>	<u>3</u>
<u>THE 445</u>	<u>Studies in Restoration and 18<sup>th</sup> Century Theatre</u>	<u>3</u>
<u>THE 454</u>	<u>Special Studies in Theatre (if the topic corresponds to the New</u>	<u>3</u>



	<u>York State Department of Education's definition of "liberal arts")</u>	
<u>ENG 226</u>	<u>Shakespeare</u>	<u>3</u>
<u>ENG 312</u>	<u>Shakespeare</u>	<u>3</u>
<u>ENG 334</u>	<u>Drama</u>	<u>3</u>
<u>ENG 348</u>	<u>Western Traditions: Drama</u>	<u>3</u>
<u>DNC 420</u>	<u>Dance History</u>	<u>3</u>

Note:

Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option.

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

Liberal Arts Electives Option: Based on student survey results that document strong student interest in combining a Theatre degree with a path to becoming certified teachers, we are now offering Theatre BA students the choice to follow a plan that uses existing Theatre BA core courses and the electives within this major to accumulate the liberal arts credits required to combine a BA with the Minor-to-Masters program in Early Childhood and Childhood Education. We collaborated with ECCE faculty and with the chair of the English Department to develop a "Liberal Arts Electives Option," which relies entirely on existing courses that fall under the New York State Education Department's definition of "liberal arts." The option to focus on liberal arts courses is aligned with Program Goal #1, "Demonstrate critical thinking about theatrical text and production from historical, global, and diverse perspectives," and offers Theatre BA students who also pursue the Minor-to-Masters program in Early Childhood and Childhood Education a much-needed opportunity of stable employment upon graduation.

Replacing the Advanced Performing Arts Management course option with Working in Theatre and Stagecraft course options: In line with Program Goal #2: "Demonstrate the ability to utilize production equipment effectively for performance" and Program Goal #5: "Demonstrate the ability to produce and present theatrical work in a public context," we are eager for students to gain knowledge and skills that can prepare them for employment in the professional theatre. All Theatre BA students take a Theatre Management course as part of their core requirements, and then have had to choose between completing an Internship for credit or taking an Advanced Theatre Management course. In order to expose students to a broader selection of career options, we are replacing Advanced Theatre Management with a choice of THE 449 Working in the Performing Arts, which gives students an overview of various careers within the professional theatre and introduces professional networking opportunities, and a choice of a new course in Stage Management, which trains students to manage the technical components of live performances.

Adding THE (DNC) 306 and THE (DNC) 307 to the pool of one-credit Theatre Workshop choices: In line with Program Goal #3: "Demonstrate the ability to utilize

production equipment effectively for performance,” we are adding Multimedia Production Workshop and Multimedia Post-Production Workshop as choices for Theatre BA students to fulfill their four 1-credit workshop requirements. With multimedia technology playing an ever-greater role in live theatrical production, we want to give Theatre BA students the opportunity to gain knowledge in camera work and/or editing as applied in a theatrical context. Allowing Theatre BA students to register for THE (DNC) 306 and/or 307 will also foster increased collaboration between Theatre BA students and Multimedia Performing Arts BFA students, who often work on the same Lehman College theatre productions.

Adding a DNC course as a possible elective credit for Theatre BA students pursuing the “Flexible Electives Option”: In line with Program Goal #3, “Demonstrate the ability to perform on stage,” we would like to give Theatre BA students pursuing the “Flexible Electives Option” the opportunity to select 3 credits in Dance. This change acknowledges the interdisciplinary nature of theatre and allows Theatre BA students to explore a closely related discipline.

Taking out the note about THE 485 Theatre Honors: Because students automatically receive graduation honors based on their GPA, the note linking THE 485 to the ability to graduate with honors is misleading. THE 485 offers qualified students the option to complete a special project, but the course is not directly linked to whether or not the student will receive GPA-related honors upon graduation.

Excluding THE 241 Art of the Theatre as an elective for the Theatre BA: THE 241 is a general education course that serves as an introduction to the discipline. If a Theatre BA student did not take this course as part of his or her general education requirements, that student, by the time he or she has completed their core courses in the Theatre BA, has been exposed to more specific knowledge of the discipline than is covered in THE 241. Rather than taking this introductory course as an elective for the Theatre BA, Theatre majors who opt for the “Flexible Electives Option” should take a more advanced or specialized Theatre course as one of their electives instead. Taking out the reference to FTS 213 as a recommended general education course will also steer prospective Theatre BA majors towards using our introductory THE 241 course as part of their general education curriculum.

Removal of Theatre Honors as elective: We removed the separate listing for THE 485 in the flexible elective core. All theatre courses except THE 241 are eligible to be electives, to list THE 485 specifically was redundant.

5. **Date of departmental approval:** March 8, 2017

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC (THE) 225
Course Title	Tools for Digital Storytelling
Description	Learning the essential tools for digital storytelling utilizing multimedia performance techniques like video, projections, digital soundscapes, and compilation and editing in the production of multimedia stage productions. Practical application of principles and theories of multimedia arts production. Also introduces the use and application of multimedia performing arts software products.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

Tools for Digital Storytelling forms an integral part of the B.F.A in Multimedia Performing Arts: Theatre and Dance Tracks. No other existing course provides the experience and training needed to fulfill the learning objectives for multimedia production. By the end of the course the student will be conversant in all tools as outlined in the course description to produce all technical aspects of digital storytelling, and be able to meet the technical demands of working of the departments multimedia performance projects in theatre and dance.

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

MMPA BFA

Goal 3

Demonstrate the ability to utilize production equipment effectively for multimedia performance.

Outcome 3.1

Operate basic audiovisual equipment for multimedia, dance, and/or theatre production, including but not limited to lighting, sound, and/or video.

Outcome 3.2

Edit multimedia projects.

**5. Date of Departmental Approval: March 8, 2017**

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

**DEPARTMENT OF JOURNALISM COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of change:** New Course/Cross-Listed

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	DNC (THE) 314
Course Title	Advanced Stage Management
Description	Students will stage manage a departmental production.
Pre/ Co Requisites	Prerequisite THE 204 or departmental permission
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

A major focus of the Multimedia Performing Arts BFA is to give students experiential learning opportunities. We currently have a 1-credit stage management course, THE 204, but we would like to offer students the opportunity to work at a more advanced

level. THE 204 is only an introduction. In that course, students act as assistant stage managers and learn the basics of good stage management. In this new course, the student would act as a full stage manager and be in charge of running his own production. Stage management can be a good career option for students and this course would give students the opportunity to see if they would like to continue in that direction.

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

Goal 5: Demonstrate the ability to produce and present multimedia, dance and/or theatre in a public context.

Outcome 5.1: Perform essential tasks in producing, including marketing, box office, and house management on theatrical productions.

5. **Date of Departmental Approval:** March 8, 2017

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

**CURRICULUM CHANGE**

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

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 322
Course Title	Urban Dance I
Description	Introductory-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn basic steps, practice improvising within these styles, and develop choreography.
Pre/ Co Requisites	
Credits	3 (may be repeated for up to 6 credits)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

We currently offer a hip hop dance course, which itself represents a collection of dance styles (popping, locking, bboy/bgirl, etc.), however, hip hop falls under the larger umbrella of urban dance. By offering an urban dance course, students can be introduced to a variety of dance styles with parallel histories and related physical techniques. Urban dance styles like hip hop, house, and vogue, are related yet distinct. By comparing them, students gain a broader understanding of their options as choreographers, how these dance styles developed within specific communities, and how these influences can be traced historically. This course would serve a broader student population than the hip hop class due to its wider focus. This course will allow students to focus on a specific style in more depth. Since topics will change, this is a special topics class.

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

- Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.
- Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm
- Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression.

### 5. **Date of Departmental Approval:** March 8, 2017



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

**CURRICULUM CHANGE**

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

2.

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 422
Course Title	Special Topics in Urban Dance II
Description	Intermediate-level study and analysis of urban dance forms like hip hop, house, and vogue. Students learn the history of the form as well as steps and choreography within the selected style.
Pre/ Co Requisites	
Credits	3 (may be repeated for up to 6 credits)
Hours	4
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. Rationale:**

We currently offer a hip hop dance course, which itself represents a collection of dance styles, however, hip hop falls under the larger umbrella of urban dance. Urban Dance I is also proposed as a new course, which provides an introduction to a variety of styles. Special Topics in Urban Dance II explores the methods of improvisation unique to urban dance. This course goes deeper into the aesthetic principles and musical histories associated with each urban dance style. There is an increased focus in this course on each student developing their own artistic voice by creating original choreography. This course will allow students to focus on a specific style in more depth. Since topics will change, this is a special topics class.

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

- Analyze in writing and/or in a presentation the development of dance in human societies and cultures.
- Analyze in writing choreography from different periods and styles.
- Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm.
- Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression.

**5. Date of Departmental Approval: March 8, 2017**

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

**DEPARTMENT OF JOURNALISM COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of change:** New Course/Cross-Listed

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC (THE) 425
Course Title	Devised Multimedia Performance
Description	Students will study and practice different methods of devised multimedia performance drawn from both theatre and dance.
Pre/ Co Requisites	Pre- or Co-requisites DNC (THE) 323 and DNC (THE) 225
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Devised Multimedia Performance forms an integral part of the B.F.A in Multimedia Performing Arts: Theatre and Dance Tracks.

No other existing course provides the experience and training needed to fulfill the learning objectives for multimedia performance. By the end of the course the student will be conversant in multiple aspects of devised multimedia performance in theatre and dance, and be able to meet the performance demands of working on the department's main stage multimedia performance projects. In support of our efforts to create work across different media, and the college's interest in collaboration, we are aiming to have this course co-taught by members of the faculty who work in different disciplines.

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

**Goal 2**

Demonstrate the ability to perform onstage and/or on multimedia platforms.

**Outcome 2.1**

Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.

**Outcome 2.2**

Based on recognized vocal training systems develop the voice as an instrument for characterization to become proficient in projection, diction, and/or dialects and accents.

**Outcome 2.3**

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

**Goal 4**

Demonstrate the ability to create original multimedia work for public presentation.

**Outcome 4.1**

Create and perform in a multimedia performance showcase.

**5. Date of Departmental Approval: March 8, 2017**

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

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 209
Course Title	Dance Workshop
Description	Practical application of principles and theories of dance through participation in Department-sponsored productions. Dance and Theatre faculty will supervise students working in a particular faculty member's area of expertise. Areas include management, design, construction and performance.
Pre/ Co Requisites	PREREQ: <del>Pre-requisite a course in dance and permission of the instructor and department</del>
Credits	1
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. To:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 209
Course Title	Dance Workshop
Description	Practical application of principles and theories of dance through participation in Department-sponsored productions. Dance and Theatre faculty will supervise students working in a particular faculty member's area of expertise. Areas include management, design, construction and performance.
Pre/ Co Requisites	PREREQ: <u>Departmental permission.</u>
Credits	1 ( <u>may be repeated for up to 2 credits</u> )
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

**4. Rationale**

This course is specifically designed for students who have been cast in departmental productions. Access to the class should only occur by permission after a student has been cast. Casting is not dependent on having taken a dance class previously as there are some students who audition but come from other majors. Students often participate in several productions during the course of their study. Making the course repeatable allows students to receive credit for more than one production.

**5. Date of departmental approval: March 8, 2017**

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of Change:** Title and Description

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 4210
Course Title	Technique Workshop: Advanced Jazz and Contemporary American Dance Forms
Description	Continued study of principles introduced in DNC 3210
Pre/ Co Requisites	Prerequisite DNC 3210
Credits	1
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

	_____ Scientific World
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**3. To:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 4210
Course Title	Technique Workshop: <u>Urban Dance</u>
Description	<u>Advanced studies in Urban Dance.</u>
Pre/ Co Requisites	Prerequisite: DNC 3210 <u>or DNC 322 or DNC 422</u>
Credits	1
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

**4. Rationale**

The current name for DNC 4210: Technique Workshop: Advanced Jazz and Contemporary American Dance Forms does not accurately reflect the focus of the class. The class is focused mainly on urban dance styles and we would like the name to be clearer students. We are adding two new urban dance classes. They are both appropriate prerequisites for DNC 4210 and should be included as options for prerequisites.

**5. Date of departmental approval: March 8, 2017**



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**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 200
Course Title	Theatre Workshop: Acting/Directing
Description	Practical application of principles and theories of theatre arts performance through participation in Department theatre productions. Includes acting, directing, and assistant directing.
Pre/ Co Requisites	PREREQ: A course in Theatre or Departmental permission.
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

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

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 200
Course Title	Theatre Workshop: Acting/Directing
Description	Practical application of principles and theories of theatre arts performance through participation in Department theatre productions. Includes acting, directing, and assistant directing.
Pre/ Co Requisites	PREREQ: Departmental permission.
Credits	1 (can be repeated for up to 2 credits)
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

**4. Rationale**

This course is specifically designed for students who have been cast in departmental productions. Access to the class should only occur by permission after a student has been cast. Casting is not dependent on having taken a theatre class previously as there are some students who audition but come from other majors. Students often participate

in several productions during the course of their study. Making the course repeatable allows students to receive credit for more than one production.

5. **Date of departmental approval:** March 8, 2017

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 201
Course Title	Theatre Workshop: Scenery/Properties
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: scenic construction, scenic run crew, properties construction, and properties run crew.
Pre/ Co Requisites	PREREQ: A course in Theatre
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 201
Course Title	Theatre Workshop: Scenery/Properties
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: scenic construction, scenic run crew, properties construction, and properties run crew.
Pre/ Co Requisites	
Credits	1
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

**4. Rationale**

This 200-level course gives students practical experience working on departmental productions. Since it is an entry-level class, it is appropriate that students should be able to take it without a prerequisite.

**5. Date of departmental approval:** March 8, 2017

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

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 202
Course Title	Theatre Workshop: Costume/Wardrobe
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: costume construction and wardrobe run crew.
Pre/ Co Requisites	PREREQ: A course in Theatre
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 202
Course Title	Theatre Workshop: Costume/Wardrobe
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: costume construction and wardrobe run crew.
Pre/ Co Requisites	
Credits	1
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

**4. Rationale**

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**5. Date of departmental approval:** March 8, 2017

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 203
Course Title	Theatre Workshop: Lighting/Sound
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: electrics crew, light board operation, sound crew, and sound board operation.
Pre/ Co Requisites	PREREQ: A course in Theatre
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World



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**3. To:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 203
Course Title	Theatre Workshop: Lighting/Sound
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: electrics crew, light board operation, sound crew, and sound board operation
Pre/ Co Requisites	
Credits	1
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

**4. Rationale**

This 200-level course gives students practical experience working on departmental productions. Since it is an entry-level class, it is appropriate that students should be able to take it without a prerequisite.

**5. Date of departmental approval:** March 8, 2017

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 204
Course Title	Theatre Workshop: Stage Management
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: stage management and assistant stage management.
Pre/ Co Requisites	PREREQ: A course in Theatre
Credits	1
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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**3. To:**

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 204
Course Title	Theatre Workshop: Stage Management
Description	Practical application of principles and theories of theatre arts through participation in Department theatre productions. Includes: stage management and assistant stage management.
Pre/ Co Requisites	
Credits	1
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

**4. Rationale**

This 200-level course gives students practical experience working on departmental productions. Since it is an entry-level class, it is appropriate that students should be able to take it without a prerequisite.

**5. Date of departmental approval:** March 8, 2017

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

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

2.

Department(s)	Journalism, Communication and Theatre
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	Theatre
Course Prefix & Number	THE 343
Course Title	Voice-Over for Multimedia Platforms
Description	Voice-over techniques for different media platforms including: film, television, audiobooks and podcasts with focus on character development and vocal technique.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

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

Currently there is an FTS course that covers voice-over work, FTS 343 Voice-over for Radio, Film and TV. In the past, we have used that course to cover voice-over techniques. Although there are similarities between vocal techniques used for different purposes there are also differences. FTS 343 focuses more on techniques for broadcasting in radio, film and TV. THE 343 would focus more on character development. The emphasis on character development over broadcasting techniques aligns with our learning goals and fits more readily into the progression of courses within the major. This course would also cover audition techniques and career opportunities specific to the field of theatre and dance.

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

Outcome 2.1 Create and believably portray characters using a variety of acting techniques and styles involving the use of the body, voice, and imagination.

Outcome 2.2 Based on recognized vocal training systems develop the voice as an instrument for characterization to become proficient in projection, diction, and/or dialects and accents.

Understand the role of voice-over work in the industry

Learn how to audition for voice-over work

**5. Date of Departmental Approval: March 8, 2017**

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

**DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE**

**CURRICULUM CHANGE**

1. **Type of Change:** Title and Description

2. **From:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 352
Course Title	<del>World Dance</del>
Description	Study and analysis of culturally-specific traditional dance <del>forms</del> , such as African-American, African, flamenco, Indian, Native American, and tango as theatre art <u>forms</u> . <del>Sequences from the different dance styles are studied and performed.</del>
Pre/ Co Requisites	PREREQ: One 200-level DNC course or Departmental Permission
Credits	3 (may be repeated for up to 6 credits <del>when topic changes</del> )
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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**3. To:**

Department(s)	Journalism, Communication and Theatre
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	Dance
Course Prefix & Number	DNC 352
Course Title	<u>Special Topics in World Dance</u>
Description	Study and analysis of <u>a</u> culturally-specific traditional dance <u>form</u> , such as African-American, African, flamenco, Indian, Native American, and tango as <u>a</u> theatre art <u>form</u> . <u>Sequences from the selected dance style are studied and performed.</u>
Pre/ Co Requisites	One 200-level dance course or Departmental Permission
Credits	3 (may be repeated for up to 6 credits)
Hours	4 (2 lecture, 2 lab)
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**

The change in title and description is to clarify that DNC 352 is a special topics class. Each semester one dance style is studied. Currently, we are unable to include the style of dance when the class appears on CUNYfirst. By clarifying that this is a special topics class, we will be able to include the style of dance when the course appears in

CUNYfirst. This change will make the course offering more transparent for students and draw them to the course.

5. **Date of departmental approval:** March 8, 2017



## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<b>College</b>	Lehman College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	MAT 128
<b>Course Title</b>	Foundations of Data Science
<b>Department(s)</b>	Mathematics
<b>Discipline</b>	Mathematics
<b>Credits</b>	3
<b>Contact Hours</b>	4
<b>Pre-requisites (if none, enter N/A)</b>	Score of 65 or higher on the College Math section of Accuplacer or department permission.
<b>Co-requisites (if none, enter N/A)</b>	n/a
<b>Catalogue Description</b>	Statistical and computational tools for analyzing data. Acquiring data from multiple sources, techniques for efficiently traversing, storing, and manipulating data. Emphasis on statistical analysis and visualization of real data.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

current course   
 revision of current course   
 a new course being proposed

**CUNY COMMON CORE Location**

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

**Required**

- English Composition  
 Mathematical and Quantitative Reasoning  
 Life and Physical Sciences

**Flexible**

- World Cultures and Global Issues     Individual and Society  
 US Experience in its Diversity     Scientific World  
 Creative Expression

**Waivers for Math and Science Courses with more than 3 credits and 3 contact hours**

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

**If you would like to request a waiver please check here:**

Waiver requested

**If waiver requested:**

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

**If waiver requested:**

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the

course will fulfill.	
<b>Learning Outcomes</b>	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<b>I. Required Core (12 credits)</b>	
<b>A. English Composition:</b> Six credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>
<b>B. Mathematical and Quantitative Reasoning:</b> Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
Graphs and tables will be used extensively to support inference.	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
The emphasis is on inferring patterns and deducing properties using standard statistical techniques.	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
The course focuses on translating quantitative problems about large data sets into suitable mathematical format that can be used to draw accurate conclusions (see above).	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
In addition to written and oral communication, the course will also incorporate presenting information visually.	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>
Dealing with uncertainty creates natural informed estimation. The student will be encouraged to know when they are in the right ballpark.	<ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
The underlying goal of this course is to give students the analytic reasoning skills and statistical tools to analyze data from other fields of study.	<ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>

**C. Life and Physical Sciences: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>   |

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Analyze the historical development of one or more non-U.S. societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>   |

## B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Explain and evaluate the role of the United States in international relations.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li></ul>   |

## C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li></ul> |
|  | <ul style="list-style-type: none"><li>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li></ul>   |
|  | <ul style="list-style-type: none"><li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Demonstrate knowledge of the skills involved in the creative process.</li></ul>  |
|  | <ul style="list-style-type: none"><li>• Use appropriate technologies to conduct research and to communicate.</li></ul>   |

**D. Individual and Society**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>   |

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>   |

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

**DEPARTMENT OF SOCIOLOGY**

**CURRICULUM CHANGE**

1. **Type of change:** New Course (removal of “experimental” designation)

2.

Department(s)	Sociology
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	Sociology
Course Prefix & Number	SOC 300
Course Title	The Sociological Imagination
Description	Close analysis of exemplary sociological texts and empirical data. Genres of sociological expression examined include literature reviews, quantitative and qualitative data analyses, theoretical exegesis, research ethics and information literacy for sociology.
Pre/ Co Requisites	
Credits	4
Hours	4
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

**3. Rationale:**

As the approval dates below indicate, this course was approved in 2012. However, it was erroneously entered in the CUR as an experimental course, not as a new course. This proposal seeks to correct that error and allow SCO 300 to be classified as a permanent course. This was clearly the intention in 2012 as the course was also approved as a required course in the Sociology major and as a pre-req for other courses in Sociology, neither of which would be appropriate for an experimental course.

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

Original rationale: Our former critical reasoning course, Sociological Analysis, gradually morphed into a quantitative reasoning course after we added a computer lab. That change, consequently, has left a gap in our curriculum. The Sociological Imagination will fill that gap by focusing on the development of the sociological perspective and a core set of critical reasoning skills that are currently missing from our lower level courses. This course, along with SOC 301, are foundation courses in critical reasoning and quantitative reasoning and prerequisites for student success in our other two upper level required courses for the sociology major.

**5. Date of Departmental Approval:**

February 29, 2012; Senate approval April 4, 2012, CUR approval, May 23, 2012



## **Library, Technology, and Telecommunications Committee**

Lehman College Senate  
Library, Technology, and Telecommunications Committee  
May 8, 2017

1. Meeting was held April 24, 2017 at 4pm in Library Tree House

### **Library Report:**

1. The Library will again offer 24-hour Study Hall access upcoming final exam period: May 13<sup>th</sup>-25<sup>th</sup>.
2. Book Amnesty-Free Returns of Books 5/15-5/31. Applies to books only! Overdue book fines will be waived. Announcement/Flyers will be sent out to the college community ahead of the Book Amnesty period.
3. The Library is pleased to announce a screening of the film *SOME GIRLS* coming up on May 10<sup>th</sup>. The film deals with the issues that Dominican teenage girls face. A Q&A with the director and a panel of faculty and journalists will follow the screening. The event is sponsored by the Mayor's Office of Media and Entertainment, the African Film Festival/New York and Lehman College.
4. The Library in cooperation with Student Government will sponsor two *STRESS RELIEF* events during final exams. Tentative Dates are May 15, 2017. 12:30 to 2pm and May 17, 3 to 4.30pm

### **Division of Information Technology:**

- IT is working on a pilot with the Chairs of the Psychology and Biology departments to better leverage data associated with student success. IT hopes these pilots will inform further such discussions across the college.
- In support of the of the President's 90x30 challenge, the IT division is collaborating to launch an experimental crowdsourcing platform. The goal is to gather the collective insights of the college community to better inform our work. The platform will launch as a pilot for faculty and staff shortly and expand, based on feedback, in the fall.

### **Online Education**

- The Office of Online Education is pleased to announce that the 5<sup>th</sup> Annual Bronx Ed Tech Showcase was held at Bronx Community College on Friday, April 28<sup>th</sup>. This event is a collaborative effort between the CUNY Colleges in the Bronx. More information on the program and recorded portions of the presentations is available at: [CUNY.is/bronxedtech](http://CUNY.is/bronxedtech).

Respectfully submitted,  
Stefanie Havelka and Stephen Castellano, Co-Chairs



May 3, 2017

# Lehman Budget Committee Report

For 4/19/2017 meeting

## *Joint committee of Senate and FP&B Budget and Long-Range Planning*

### **Senators**

Haiping Cheng (Chair)

Amod Choudharv

Thomas Conroy

Gul Sonmez

Joseph Fera

### **FP&B members**

James Mahon

Abigail McNamee

Carl Mazza

Yuri Gorokhovich

Victoria Sanford

Serigne Gningue

### **Administration**

Vincent Clark

Harriet Fayne

Bethania Ortega

### **Students**

Kevin Ortiz Pena

Hywonin Kanzie

Ayanna Paddyfoote

Lehman College 2016-7 budget, 3<sup>rd</sup> quarter update, VP Clark

Tuition collection over the revenue target is revised to \$4.3M

No significant change for most revenue and expenditure

Projected year-end balance is \$3.5M

FY2018 NY State Adopted Budget

Restoration of "Maintenance of Effort" provision, maintain previous year funding level

3% (\$70.5M) increase over FY2017 for Senior College

\$36.2M benefit

\$34.3M for tuition increase at the rate of \$200/year

Provost report:

Faculty travel fund, \$100k, 50% used.

Approved search for FY18: total 17 replacement lines

3 A&H, 1 SoE, 8 HS2N, 5 NSS

# Lehman Budget Committee Report

Based on VP Clark's budget report on April 19, 2017

## 2017 Operating Budget

NY State Funding to Lehman \$ **113.7M\***

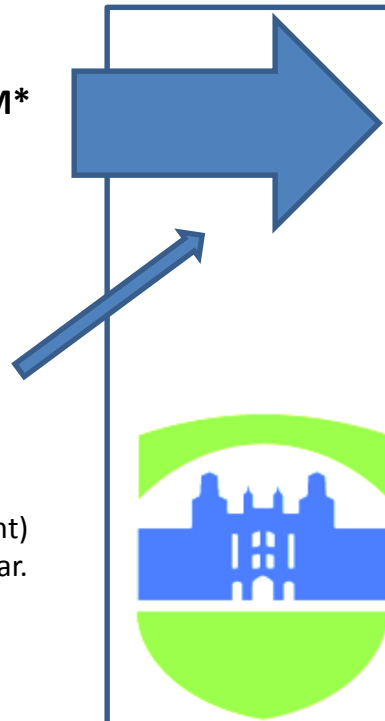
↓ NY reduction 2% (\$**1.7M**)

↑ \$4.25M increase due to exceeding enrollment target

Saving/Year 2016 \$**6.5 M**

2016 CUNY Compact (NY State investment) \$ 2.76 M for salary increases for PS regular.

Lehman Foundation Philanthropy



### Spending

	2017	2016**	(%total)
PS regular	90.1M	69.8M	(71.7)
OTPS	6.9M	6.5M	(6.8)
PS Adjunct	14.2M	9.9M	(10.2)
PS Temp service	4.5M	3.2M	(3.3)

2017: 17 faculty to replace retiring faculty

### Investments 2017 2016 2015

New Faculty	0	0	11
-------------	---	---	----

↓

	2017	2016	2015
Project saving	\$ <b>3.5M</b>	\$ <b>6.5M</b>	\$ <b>5.1M</b>

\*:"projected resources" minus "other funds"

\*\*Green: increase from previous year,

Red: reduction from previous year.