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**Minutes of
The Lehman College Senate Meeting
Wednesday, September 11, 2024
Senate Meeting**

Senators Present: Ali, T.; Austin, L.; Ayalew, M.; Banks, R.; Brown, A.; Burton-Pye, B.; Campeanu, S.; Cheng, S.; Cruz-Segundo, S.; Davila, C. G.; Delgado, F.; Dest, A.; Finger, R.; Garcia, M.; Gonzalez, R.; Harrison, E.; Heloany R. V.; Henriquez-Castillo M.; Hernandez, S.; Hernandez-Acevedo, B.; Hsu, Sih-C.; Hurley, D.; Hyman, D.; Ishaq, A.; Jimenez, M.; Locke, A.; Loscocco, P.; Machado, E.; MacKillop, J.; Mahon, J.; Manier, D.; Markens, S.; McGovern, J.; McKenna, C.; Moalem, L.; Mohorcich, J.; Murphy, B.; O’Boy, D.; O’Neil, C.; Oberlin, D.; Ohmer, S.; Payan, J. J.; Prince, P.; Qafleshi, D.; Quinones, J.; Roldos, M. I.; Rotolo, R.; Ruiz, E.; Schlesinger, K.; Sofianos, E.; Stein Smith, S.; Stopler, M.; Valentine, R.; Vargas, F. J.; Wang, H.-T.; Waring, E.; White, A.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Abi-Hanna, R.; Aisemberg, G.; Bajo, A.; Baraldi, C.; Bishop, S.; Brown, K.; Diaby, K.; Diallo, D.; Fera, J.; Ford, G.; Gerry, C.; Huston, C.; Marianetti, M.; McBride, T.; McClendon, L.; Mills, P.; Palmer, C.; Pitts, W.; Shahzadi, M.; Silva-Puras, J.; Spence, N.; Vann, M.

The meeting was called to order by President Fernando Delgado at 4:05 PM

1. Action Items

a. Approval of the Minutes

There was a motion to move the minutes of the May 1, 2024, College Senate to the floor for discussion; the motion was seconded. There were no questions or comments. The minutes of the May 1, 2024, College Senate was approved by unanimous voice vote.

See Attachment I

b. Governance Committee

Professor Susan Markens presented the report. She provided an overview of the College Senate, in which the structure, functions, and procedures of the assembly were discussed.

Professor Markens informed of three faculty vacancies for a two-year term on the Governance Committee and subsequently opened the floor to nominations. There were

39 four nominations from the floor: (1) Professor David Hyman, (2) Professor Elvin Wang,
40 (3) Professor Susan Markens, and (4) Professor Amy White. Paper ballots were
41 circulated for a vote by the College Senate, to select three of the four nominees they
42 would like to serve on the Governance Committee. The results of the contested elections
43 were tallied and the following professors were elected to serve on the Governance
44 Committee by majority vote: (1) David Hyman, (2) Susan Markens, and (3) Amy White.

45
46 President Fernando Delgado informed of one faculty vacancy for a one-year term on the
47 Governance Committee and subsequently opened the floor to nominations. There was
48 one: Professor Joseph Quinones. There were no additional nominations from the floor.
49 President Delgado moved to a vote. It was seconded. Professor Joseph Quinones was
50 elected to serve by unanimous vote.

51
52 Professor Markens informed of one faculty vacancy for a term set to expire on June 6,
53 2025, on the Campus Life and Facilities Committee. She also presented the Governance
54 Committee's nominee: Professor Alex Bux and subsequently opened the floor to
55 additional nominations. There were none. President Delgado moved to a vote. It was
56 seconded. Professor Bux was nominated to serve on the Campus Life and Facilities
57 Committee by unanimous voice vote.

58
59 Professor Markens informed that, at this time, the Committee could not present a slate
60 of student nominees to serve on the College Senate Standing Committees, as the
61 Governance Committee had not been provided with the list.

62
63 Professor Markens briefed all on the process of quorum and some important rules
64 concerning committee reports.

65
66 See Attachment II

67
68 Future meetings of the Governance Committee are TBA.

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c. Undergraduate Curriculum Committee

Professor Douglas Oberlin presented the report. He presented proposals for curriculum changes in the following Departments: Accounting; Biological Sciences; Business Administration; Exercise Sciences and Recreation; Finance, Information Systems, and Economics; Management and Business Innovation; Middle and High School Education; Music, Multimedia, Theatre, and Dance; and Political Science. He also presented a proposal from the School of Business. The floor was opened to questions and comments. There were none. President Delgado moved to vote on all of the presented proposals. It was seconded. The proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, October 16, 2024, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings have been scheduled to occur on Wednesdays at 1:00 PM on the following dates: November 6, 2024; December 11, 2024; February 5, 2025; March 5, 2025; April 2, 2025; and May 7, 2025.

d. Graduate Curriculum Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the following departments: Finance, Information Systems; Middle and High School Education; and Speech-Language-Hearing-Sciences. The floor was opened to questions and comments. There were none. President Delgado moved to vote on all of the presented proposals. It was seconded. The proposals were approved by unanimous voice vote.

See Attachment IV

The next meeting was scheduled for Wednesday, October 9, 2024, at 11:00 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings have been scheduled to occur on Wednesdays at 11:00 AM on the following dates: November 6,

100 2024; December 4, 2024; February 5, 2025; March 5, 2025; April 2, 2025; and May 7,
101 2025.

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103

104 **2. Announcements and Communications**

105 **a. Report of the President—**

106
107 President Fernando Delgado briefed that things were looking well for Lehman College, as
108 numbers in enrollment and admissions were increasing, and as the College’s funds were more
109 robust. He also shared that Lehman was continuing the tradition of it being known for its
110 impact on students, particularly as the College continues to rank in the top ten to twenty
111 schools in the upward mobility rate for students in the U.S.

112
113 **b. Student Legislative Assembly—**

114 Mr. Christian Davila presented the report. He relayed apologies on behalf of the President
115 of the Student Government Association (SGA), Ms. Katiadou Diallo, who could not deliver
116 the report in person due to a prior engagement. Mr. Davila went on to communicate
117 announcements from the SGA, including SGA’s academic initiatives, collaborative events
118 with the Office of Campus Life, diversity and inclusion highlights, and information on food
119 options and affordability.

120
121 See Attachment V

122
123 **3. Reports of the Standing Committees—**

124
125 **a. Admissions Evaluation and Academic Standards**

126 There was no report.

127
128 The next meeting was scheduled for Thursday, September 26, 2024, at 12:00 PM via Zoom.
129 Proceeding this date, meetings of the Admissions, Evaluation and Academic Standards
130 Committee are TBA.

131

132 **b. Campus Life and Facilities**

133 There was no report. Professor Penny Prince informed that the members of the Campus Life
134 and Facilities Committee met, but could not accomplish much, as they are awaiting the election
135 of student senators to the Committee and require their input and thoughts on several on-campus
136 issues.

137
138 The next meeting was scheduled for Wednesday, October 9, 2024, at 2:00 PM via Zoom.
139 Proceeding this date, meetings of the Campus Life and Facilities Committee are TBA.

140
141 **c. Budget and Long-Range Planning**

142 There was no report.
143
144 The next meeting was scheduled for Thursday, September 26, 2024, at 3:00 PM in Shuster Hall,
145 Room 336. Proceeding this date, meetings of the Budget and Long-Range Planning Committee
146 are TBA.

147
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149 **d. Equity, Inclusion, Accessibility, and Anti-Racism**

150 There was no report.
151
152 The next meeting was scheduled for Tuesday, September 17, 2024, at 12:30 PM via Zoom.
153 Proceeding this date, meetings of the Equity, Inclusion, Accessibility, and Anti-Racism
154 Committee are TBA.

155
156 **e. Assessment**

157 There was no report.
158
159 Professor Devrim Yavuz informed that the committee will be discussing, and in the near future,
160 voting on the recommendation to extend the assessment timeline. He urged all interested to
161 email him with their feedback.

162

163 The next meeting was scheduled for Tuesday, September 17, 2024, at 10:00 AM via Zoom.
164 Proceeding this date, meetings of the Assessment Committee are TBA.

165

166 **f. Academic Freedom**

167 There was no report.

168

169 Professor David Manier briefed on the topic of multi-section courses and academic freedom.
170 He informed that professors of multi-section courses were not granted the academic freedom of
171 assigning textbooks of their choosing. Professor Manier asked everyone interested to contact
172 him with their input.

173

174 The next meeting was scheduled for Friday, September 20, 2024, at 1:00 PM via Zoom.
175 Proceeding this date, meetings of the Academic Freedom Committee are TBA.

176

177 **g. Library, Technology, and Telecommunications**

178 Mr. Steven Castellano brought announcements from the Library, Division of Information
179 Technology, Online Education, and concerning Blackboard.

180

181 See Attachment VI

182

183 The next meeting was scheduled for Tuesday, October 1, 2024, via Zoom. Proceeding this date,
184 meetings of the Library, Technology, and Telecommunications Committee are TBA.

185

186 **h. University Faculty Senate Report**

187

188 See Attachment VII

189

190 The next Plenary Session was scheduled for Tuesday, September 17, 2024, at 6:30 PM
191 Proceeding this date, plenary sessions have been scheduled to occur on Tuesdays at 6:30 PM
192 on the following dates: October 22, 2024; December 3, 2024; February 25, 2025; April 8, 2025;
193 and May 13, 2025.

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Unfinished Business

There was no unfinished business to report.

New Business:

There was no unfinished business to report.

ADJOURNMENT

There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at
5:35 PM

Respectfully submitted:

Cynthia Cessant

Welcome To The Lehman College Senate

A Brief Overview



Functions of The Lehman College Senate

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



We Are A College Senate

SHARED
Governance

The Senate Has A Total of 102 Members:

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

We Need 52 Members Present To Transact Business. This is quorum. We also need at least 52 yes votes to approve an action.

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

The Senate Works Through Committee

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

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



- There May Also Be Ad Hoc Committees

The Senate Is NOT A Rubber Stamp

Senate Meetings

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



Rules of Order

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



Important Things To Mention

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



Governance Committee Report September 11, 2024

1. Governance Committee's Functions
 - a. Akin to Committee on Committees
 - b. Resolves Questions of Committee Jurisdiction
 - c. Sets the Senate Agenda
 - d. Fill Vacancies

2. Governance Committee Faculty Vacancies
 - a. Governance Committee Members **MUST** Be Senators.
 - b. Currently **3 Faculty Vacancies for 2-Year Terms**. Nominations Taken from Floor.
 - c. Any Nominations?
 - d. Move To A Vote
 - e. Additionally, **1 Faculty Vacancy for 1-Year Term**. Nominations Taken from Floor.
 - f. Any Nominations?
 - g. Move To A Vote

3. Vacancy on Campus Life & Facilities
 - a. Nominates **Alex Bux** (NUR) for term exp. 6/25
 - b. Any Additional Nominations?
 - c. Move To A Vote

4. Student Committee Vacancies
 - a. Slate Of Nominees Provided By Students
 - b. Motion and Second Required (Committee Didn't Meet)
 - c. Any Additional Nominations?
 - d. Move To A Vote

5. Quorum and Committee Reports
 - a. More Than 50% Needed For Quorum
 - b. Quorum Needed To Conduct Official Business
 - c. New Business Items Allowed: 8 Days Advanced Notice
 - d. These Items Require A Motion And Second

6. Next Governance Committee Meeting, TBD

Senate Meeting – 9/11/24

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (6/7 members in attendance)

1. Accounting Department
 - Accounting B.A.-Degree requirements
 - Accounting B.S.- Degree requirements
2. Biological Sciences Department
 - Biology B.S.-Degree requirements
 - BIO 239-New course
 - BIO 238-Description, hours, credits
5. Exercise Sciences and Recreation
 - EXS 316-Prerequisite
6. Management and Business Innovation- Department
 - Business Administration B.B.A.-Degree requirements
7. Middle and High School Education Department
 - ESC 301-Course number, description, liberal arts designation
 - ESC 311-New course
 - ESC 475-New course
8. Music, Multimedia, Theatre and Dance Department
 - MSH 343-New course
 - DNC 335-New course
 - DNC 435-New course
9. School of Business Department
 - CED 201-New course
 - CED 301-New course
10. Finance Information Systems and Economics Department
 - Economics B.A.-Degree requirements
 - Economics and Mathematics B.A.-Degree requirements

11. Political Science

- POL 267-Pathways designation

Informational items

Next meeting: 10/16/24

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

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, B.A.

Hegis Number: 0502.00

Program Code: 02568

Effective Term: Fall 2024

1. Type of Change: Degree Requirements, credits

**2. From:
Accounting, B.A.**

Completion of this major qualifies students for positions in private and public accounting.

Additional Comments:

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements - Overall

Earn at least 42 credits

Additional Comments:

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements - Core Courses

Business Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 30 credits from the following:

ACC 171 - Principles of Accounting I

ACC 272 - Principles of Accounting II

ACC 334 - Intermediate Accounting I

ACC 335 - Intermediate Accounting II

ACC 342 - Advanced Accounting

ACC 348 - Computer-Based Accounting
ACC 439 - Cost Accounting I
ACC 440 - Cost Accounting II
ACC 441 - Auditing
ACC 442 - Introduction to Federal Taxation

Law

Earn at least 6 credits from the following:

BBA 336 - Business Law I
BBA 337 - Business Law II
OR BBA 339 - Commercial Transactions
BBA 340 - Internet Law

2. To:

Accounting, B.A.

Completion of this major qualifies students for positions in private and public accounting.

Additional Comments:

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements - Overall

Earn at least 43-44 credits

Additional Comments:

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements - Core Courses

Business Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics
ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 30 credits from the following:

ACC 171 - Principles of Accounting I
ACC 272 - Principles of Accounting II
ACC 334 - Intermediate Accounting I
ACC 335 - Intermediate Accounting II
ACC 342 - Advanced Accounting
ACC 348 - Computer-Based Accounting
ACC 439 - Cost Accounting I

ACC 440 - Cost Accounting II
ACC 441 - Auditing
ACC 442 - Introduction to Federal Taxation

Law

Earn at least 6 credits from the following:

BBA 336 - Business Law I
BBA 337 - Business Law II
OR BBA 339 - Commercial Transactions
BBA 340 - Internet Law

Cooperative Education

Earn at least 1-2 credits from the following:

CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

3. Rationale:

Most students view college education as a path to getting career-related jobs and promotions. This is also the case for Lehman students, often first-generation and immigrant students working their way through college, trying to balance coursework, work, and family obligations with little or no time for professional and career development. Given the competitive job market esp. in New York and surrounding areas, a desired work place for many business graduates including the Lehman students, preparing our students for careers upon graduation has not only become important but a necessity and has to be intentional.

Recognizing this, the School of Business has developed two sequential career-preparedness courses for our majors, which aim at requiring students to be intentional in making choices and decisions in selecting academic majors and career paths while also taking ownership of their career readiness preparation. These courses focus on the exploration and research of academic majors and their career paths in the field of business while also helping students acquire knowledge and skills to better prepare them for the pursuit of a professional career in areas of chosen studies.

4. **Date of departmental approval:** 4/15/2024

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

DEPARTMENT OF ACCOUNTING

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, B.S.

Hegis Number: 0502.00

Program Code: 02567

Effective Term: Fall 2024

1. Type of Change: Degree Requirements, credits

**2. From:
Accounting, B.S.**

To earn the B.S. in Accounting, a student must complete a total of 120 credits, 60 of which must be in liberal arts.

Effective Fall 2009, college CPA programs registered with the New York State Education Department must offer a curriculum consisting of a minimum of 150 credit hours. In line with this change, as of Fall 2009, the Department of Economics and Business offers, in addition to the B.S. in Accounting, an M.S. in Accounting program for those students who choose to take the additional 30 credits toward this graduate degree. However, specific admission requirements are in place to gain admittance to the M.S. in Accounting program. Contact the Department for details.

Major Requirements - Overall
Earn at least ~~63~~ credits

Additional Comments:

All students are admitted to this major on a provisional basis. The B.S. in Accounting major is designed to help students prepare for professional certification in Accounting. To enroll and/or maintain matriculation in the B.S. in Accounting major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.S. in Accounting major but can enroll in, or change to, the B.A. in Accounting major or a minor in Accounting.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements - Professional Credits

Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 36 credits from the following:

ACC 171 - Principles of Accounting I

ACC 272 - Principles of Accounting II

ACC 334 - Intermediate Accounting I

ACC 335 - Intermediate Accounting II

ACC 342 - Advanced Accounting

ACC 348 - Computer-Based Accounting

ACC 439 - Cost Accounting I

ACC 440 - Cost Accounting II

ACC 441 - Auditing

ACC 442 - Introduction to Federal Taxation

ACC 444 - Advanced Accounting Problems

ACC 445 - Forensic Accounting

OR ACC 446 - Nonprofit and International Accounting

OR ACC 449 - Taxation of Business Entities

Law

Earn at least 6 credits from the following:

BBA 336 - Business Law I

BBA 337 - Business Law II

Finance

Earn at least 6 credits from the following:

BBA 207 - Principles of Finance

BBA 308 - Corporation Finance

OR BBA 310 - Security and Investment Analysis

Quantitative Methods for Business

Earn at least 6 credits from the following:

BBA 303 - Business Statistics I

BBA 403 - Intermediate Business Statistics II

Business Writing

Earn at least 3 credits from the following:

ENW 300 - Business Writing

3. To: Underline the changes

Accounting, B.S.

To earn the B.S. in Accounting, a student must complete a total of 120 credits, 60 of which must be in liberal arts.

Effective Fall 2009, college CPA programs registered with the New York State Education Department must offer a curriculum consisting of a minimum of 150 credit hours. In line with this change, as of Fall 2009, the Department of Economics and Business offers, in addition to the B.S. in Accounting, an M.S. in Accounting program for those students who choose to take the additional 30 credits toward this graduate degree. However, specific admission requirements are in place to gain admittance to the M.S. in Accounting program. Contact the Department for details.

Major Requirements - Overall

Earn at least 64-65 credits

Additional Comments:

All students are admitted to this major on a provisional basis. The B.S. in Accounting major is designed to help students prepare for professional certification in Accounting. To enroll and/or maintain matriculation in the B.S. in Accounting major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.S. in Accounting major but can enroll in, or change to, the B.A. in Accounting major or a minor in Accounting.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements - Professional Credits

Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 36 credits from the following:

ACC 171 - Principles of Accounting I

ACC 272 - Principles of Accounting II

ACC 334 - Intermediate Accounting I

ACC 335 - Intermediate Accounting II

ACC 342 - Advanced Accounting

ACC 348 - Computer-Based Accounting

ACC 439 - Cost Accounting I

ACC 440 - Cost Accounting II

ACC 441 - Auditing
ACC 442 - Introduction to Federal Taxation
ACC 444 - Advanced Accounting Problems
ACC 445 - Forensic Accounting
OR ACC 446 - Nonprofit and International Accounting
OR ACC 449 - Taxation of Business Entities

Law

Earn at least 6 credits from the following:

BBA 336 - Business Law I
BBA 337 - Business Law II

Finance

Earn at least 6 credits from the following:

BBA 207 - Principles of Finance
BBA 308 - Corporation Finance
OR BBA 310 - Security and Investment Analysis

Quantitative Methods for Business

Earn at least 6 credits from the following:

BBA 303 - Business Statistics I
BBA 403 - Intermediate Business Statistics II

Business Writing

Earn at least 3 credits from the following:

ENW 300 - Business Writing

Career Readiness

Earn at least 1-2 credits from the following:

CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation
CED 301 - Business Career Goals, Networking and Strategies

3. Rationale:

Most students view college education as a path to getting career-related jobs and promotions. This is also the case for Lehman students, often first-generation and immigrant students working their way through college, trying to balance coursework, work, and family obligations with little or no time for professional and career development. Given the competitive job market esp. in New York and surrounding areas, a desired work place for many business graduates including the Lehman students, preparing our students for careers upon graduation has not only become important but a necessity and has to be intentional.

Recognizing this, the School of Business has developed two sequential career-preparedness courses for our majors, which aim at requiring students to be intentional in making choices and decisions in selecting academic majors and career paths while also taking ownership of their career readiness preparation. These courses focus on the

exploration and research of academic majors and their career paths in the field of business while also helping students acquire knowledge and skills to better prepare them for the pursuit of a professional career in areas of chosen studies.

4. **Date of departmental approval:** 4/15/2024

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology, B.S.

Hegis number: 0401.00

Program code: 34022

Effective term: Fall 2024

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

2. **From**:
Biology, B.S. (33-79 Credit Major)

The Required Courses And Credits Are Distributed As Follows:

Prerequisites * (33 - 35 Credits):

	Credits
BIO 166 Principles Of Biology: Cells And Genes	4
BIO 167 Principles Of Biology: Organisms	4
CHE 166 General Chemistry I	4
CHE 167 General Chemistry Laboratory I	1.5
CHE 168 General Chemistry II	4
CHE 169 General Chemistry Laboratory II	1.5
PHY 166 General Physics I	5
PHY 167 General Physics II	5
MAT 172 or MAT 171 (4) and MAT 108 (2) Precalculus 4-6	4

**BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.*

Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 (4) and MAT 108) (2)

*** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.*

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

A grade of C or higher is recommended for all courses in the prerequisite list.

Foundation (Required) Courses (23-24 Credits)

Biology (11-12 Credits):

		Credits
BIO 238	Genetics	4
BIO 240	Biostatistics	3
OR		
MAT 328	Techniques in Data Science	4

**** BIO 240 has MAT 175 (4) and MAT 155 (1) as prerequisites. MAT 328 has MAT 128 (3) as a prerequisite.**

Organic Chemistry (12 Credits):

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2

At Least 21-22 Credits In One Of The Following Tracks:

Biomedical Sciences At Least 21 Credits

Select Courses From Lists: A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 303	Molecular Genetics	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

At Least 8 Credits From List B:

		Credits
BIO 229	Astrobiology	4
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2

BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 406	Biochemistry of Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology And Genetics	4
At Least 1 Credit From List C:		
		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A

		Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Organismic Sciences At Least 21 Credits

Select Courses From Lists A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 229	Astrobiology	4
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2

BIO 406	Biochemistry of Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology And Genetics	4

At Least 8 Credits From List B:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 303	Molecular Genetics	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

At Least 1 Credit From List C:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Brain Sciences At Least 21 Credits

Select Courses From Lists: A, B, And C
At Least 14 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 435	Neurophysiology	3

At Least 1 Credit From List B:

Credits

BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

At Least 6 Credits From List C:

		Credits
PSY 166	General Psychology	3
PSY 308	Motivation And Emotion	3
PSY 310	Psychology Of Learning	3
PSY 312	Psychology Of Memory	3
PSY 314	Cognitive Psychology	3
PSY 317	Psychology Of Sensation And Perception	3
PSY 366	Clinical Neuropsychology	3

PSY 166 Can Be Used To Fulfill General Education Requirements And Is A Prerequisite To All Other Psy Courses. Students Who Complete PSY 166 Before Declaring The Major Only Need To Complete 6 Credits In This Area.

Bio-Data Sciences At Least 22 Credits

Select Courses From Lists: A, B, And C

At Least 12 Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 242	Flowering Plants	4

BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 303	Molecular Genetics	4
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 503	Topics In Urban Ecology	4

At Least 1 Credit From List B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

9 Credits in Geospatial, Environmental and Data Science From List C:

3 credits from:

GEP 205	Principles of Geographic Information Science	3
GEP 3060	Raster Applications	3
GEP 375	Data Acquisition Gis	3
GEO 340	Natural Hazards and Disasters: A Multidisciplinary Approach	3
ENV 235	Conservation of The Environment	3

6 credits from

GEH 245	Introduction to Quantitative Methods of Geography	3
SOC 348	Reasoning with Data	3
DAT 310	Data Visualization	3

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

BS To M.S. Dual Credit Opportunity

Undergraduate Students Majoring In Biology With 90 Or More Credits And A Minimum (3.0) Cumulative Index And (3.5) Index In The Major May Be Permitted To Enroll In Up To 8 Credits Of Graduate Coursework In Preparation For The M.S. Degree In Biology. The Student Must Receive Permission From The Department To Take Graduate Courses Prior To Registration.

**3. To:
Biology, B.S. (33-79 Credit Major)**

The Required Courses And Credits Are Distributed As Follows:

Prerequisites * (33 - 35 Credits):

		Credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5
MAT 172 or MAT 171 (4) and MAT 108 (2)	Precalculus 4-6	4

**BIO 166 and BIO 167 can be used to fulfill general education requirements. Both are prerequisites to all other biology courses.*

Students can complete MAT 172, 4 credits or the combined substitute (MAT 171 (4) and MAT 108) (2)

*** BIO 240 has MAT 175 and MAT 155 as prerequisites. MAT 328 has MAT 128 as a prerequisite.*

Students who complete BIO 181 and BIO 182 can use those courses in place of BIO 228.

Students who complete any or all of the pre-requisite courses before declaring the major may complete the major in less than 77 credits.

A grade of C or higher is recommended for all courses in the prerequisite list.

Foundation (Required) Courses (23-24 Credits)**

		Credits
BIO 238	Genetics	4
BIO 240	Biostatistics	3
OR		
MAT 328	Techniques in Data Science	4

*** BIO 240 has MAT 175 (4) and MAT 155 (1) as prerequisites. MAT 328 has MAT 128 (3) as a prerequisite.*

Organic Chemistry (12 Credits):

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2

At least 21-22 credits in one of the following tracks:

Biomedical Sciences at least 21 credits

Select courses from lists: A, B, And C

At least 12 credits from list A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4
BIO 303	<u>Data Mining and Bioinformatics</u>	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	<u>2</u>
<u>BIO 351</u>	<u>Immunology Laboratory</u>	<u>2</u>
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 431	Comparative Animal Physiology	4

At least 8 credits from list B:

		Credits
BIO 229	Astrobiology	4
BIO 241	Evolution, Species, and Biogeography	3
BIO 268	Vertebrate Embryology	4

BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics of Man	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 406	Biochemistry of Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology and Genetics	4
At least 1 credit from list C:		
		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1

<u>BIO 471</u>	<u>Research in Molecular Microbiology</u>	2
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors in Biological Sciences	3

Organismic Sciences at least 21 credits

Select courses from lists A, B, And C

At least 12 credits from list A:

		Credits
BIO 229	Astrobiology	4
BIO 241	Evolution, Species, and Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics of Man	4
BIO 339	Ecology	4
BIO 340	Human Body and Brain	3

BIO 341	Human Body and Brain Laboratory	2
BIO 406	Biochemistry of Differentiation	3
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 435	Neurophysiology	3
BIO 465	Microbial Physiology and Genetics	4
At least 8 credits from list B:		
		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy of Vertebrates	4
BIO 303	<u>Data Mining and Bioinformatics</u>	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction to Immunology	<u>2</u>
<u>BIO 351</u>	<u>Immunology Laboratory</u>	<u>2</u>
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology and Biochemistry	4
BIO 411	Principles of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4

BIO 431	Comparative Animal Physiology	4
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At least 1 credit from list C:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
<u>BIO 471</u>	<u>Research in Molecular Microbiology</u>	<u>2</u>
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors in Biological Sciences	3

Brain Sciences At Least 21 Credits

Select courses from lists: A, B, And C

At least 14 credits from list A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 317	Drugs, Brain and Behavior	3
BIO 320	Neural Development: From Genes and Cells to Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body and Brain	3
BIO 341	Human Body and Brain Laboratory	2
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 435	Neurophysiology	3

At least 1 credit from list B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
<u>BIO 471</u>	<u>Research in Molecular Microbiology</u>	<u>2</u>
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors in Biological Sciences	3

At least 6 credits from list C:

		Credits
PSY 166	General Psychology	3
PSY 308	Motivation and Emotion	3
PSY 310	Psychology of Learning	3
PSY 312	Psychology of Memory	3
PSY 314	Cognitive Psychology	3
PSY 317	Psychology of Sensation and Perception	3
PSY 366	Clinical Neuropsychology	3

PSY 166 can be used to fulfill general education requirements and is A prerequisite to all other PSY courses. Students who complete PSY 166 before declaring the major only need to complete 6 credits in this area.

Bio-Data Sciences At Least 22 Credits

Select courses from lists: A, B, And C

At least 12 credits from list A:

Credits

BIO 241	Evolution, Species, and Biogeography	3
BIO 242	Flowering Plants	4
BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 303	<u>Data Mining and Bioinformatics</u>	4
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4
BIO 425	Ichthyology	3
BIO 426	Ichthyology Laboratory	2
BIO 503	Topics in Urban Ecology	4

At least 1 credit from list B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
<u>BIO 471</u>	<u>Research in Molecular Microbiology</u>	<u>2</u>
BIO 489	Introduction to Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors in Biological Sciences	3

9 Credits in Geospatial, Environmental and Data Science from list C:

3 credits from:

GEP 205	Principles of Geographic Information Science	3
GEP 3060	Raster Applications	3

GEP 375	Data Acquisition Gis	3
GEO 340	Natural Hazards and Disasters: A Multidisciplinary Approach	3
ENV 235	Conservation of the Environment	3

6 credits from

GEH 245	Introduction to Quantitative Methods of Geography	3
SOC 348	Reasoning with Data	3
DAT 310	Data Visualization	3

Students that take MAT 128, MAT 328 to satisfy the math requirement and take GEH 245, SOC 348, and DAT 310 to satisfy List C for the Bio-Data Sciences track would earn a minor in Data Science.

BS To M.S. Dual Credit Opportunity

Undergraduate students majoring in biology with 90 or more credits and A minimum (3.0) cumulative index and (3.5) index in the major may be permitted to enroll in up to 8 credits of graduate coursework in preparation for the M.S. Degree in biology. The student must receive permission from the department to take graduate courses prior to registration.

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

1) ** were added to clarify the math prerequisites. (2) BIO 471, a new elective course was added to List C. The addition will increase the variety of courses offered for students to gain research experience. (3) The credit for BIO 350 was changed and BIO 351 was added because the course was split into a lecture and a lab component. (4) BIO 303 was changed to show its new title. (5) The note added to clarify that Bio majors can take BIO 181 and BIO 182 in place of BIO 228 will reduce problems that they encounter when registering for these non-major courses for a required program or certificate.

5. Date of departmental approval: March 6, 2024

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

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 239
Course Title	Genetics Laboratory
Description	Laboratory work in genetics consists of exploration of chromosomes, cell division, Mendelian inheritance patterns, pedigree analysis, gene linkage maps, gene annotation using current molecular techniques and software.
Pre/ Co Requisites	Prerequisites: BIO 166 and BIO 167; Pre/Corequisite: BIO 238
Credits	2
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:**

BIO 239 is a new laboratory course in genetics to accompany the lecture. We are separating the lecture from the lab to better accommodate students who need to retake the course after making a poor grade or failing. If a student did poorly in the lab, having to retake the 2-hour lecture and the lecture exams in addition can be taxing given the profusion of material covered. Removing the burden of repeating the lecture will give them more time to devote to mastering the lab material.

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

Students will demonstrate competency in genetic concepts and laboratory techniques through the following:

- Development of problem-solving skills for Mendelian inheritance using Punnett squares, probability, chi-square analysis, pedigree construction, and graphing
- Interpretation of crossing outcome to support the Law of Independent Assortment
- Construction of gene maps from linkage analysis of phenotyped data
- Interpretation of complementation outcome and feeding charts
- Mastering of pipetting to set up a PCR reaction, prepare gels, separate out products using electrophoresis, and interpret the resultant banding patterns using UV illumination
- An understanding of gene annotation, mutations, and genetic inheritance based on DNA motifs and alignment
- The ability to utilize software for cladogram construction and hypothesis testing, for primer design for amplification, to generate and analyze siRNA, and to predict and observe folding structure of ssRNA and proteins
- Simplified mapping of transgenes into plasmids and interpretation of a diagnostic digest
- An introduction to aseptic techniques using transformed bacteria
- The application of the Hardy-Weinberg principle for understanding allele transmission in population genetics
- The ability to interpret genetic questions, discuss the rationale for answers and reach a consensus with their peers during weekly group quizzes

5. **Date of departmental approval:** March 6, 2024

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Course description, hours, credits*

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

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 238
Course Title	Genetics
Description	Basic principles of genetics and modern developments in the field, with their theoretical and practical implications: the inheritance, structure, and mode of action of the genetic material in microorganisms, plants and animals, including man. Subjects include Mendelian inheritance, gene linkage, pedigree analysis, transcription and translation, gene expression, genetic engineering, RNAi, CRISPR, transposons, and Hardy-Weinberg Equilibrium. Laboratory work consists of preparation and examination of chromosome material and experiments with segregating characters in a variety of organisms.
Pre/ Co Requisites	Prerequisites: BIO 166 and BIO 167
Credits	4
Hours	6 (2, lecture; 4, lab)
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:** Underline the changes

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 238
Course Title	Genetics
Description	Basic principles of genetics and modern developments in the field, with their theoretical and practical implications: the inheritance, structure, and mode of action of the genetic material in microorganisms, plants and animals, including man.
Pre/ Co Requisites	BIO 166 and BIO 167
Credits	<u>2</u>
Hours	<u>2</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We are changing genetics into a separate lecture and lab component to better accommodate students who need to retake the course after making a poor grade or failing. If a student did poorly on the lecture exams but did fine in the lab component, it is onerous for them to have to resit through another semester of 4-hour long labs, for which they have already demonstrated competency. To make BIO 238 a lecture-only course, we changed the description, credits, and hours and created a new laboratory course (BIO 239).

5. Date of departmental approval: March 6, 2024

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

DEPARTMENT OF EXERCISE SCIENCES AND RECREATION

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 316
Course Title	Motor Learning
Description	Effects of psychological, social maturational, and neurophysiological factors on the learning and performance of movement patterns.
Pre/ Co Requisites	PREREQ: BIO 181-182 and EXS 264.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Exercise Sciences and Recreation
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Exercise Science
Course Prefix & Number	EXS 316
Course Title	Motor Learning
Description	Effects of psychological, social maturational, and neurophysiological factors on the learning and performance of movement patterns.
Pre/ Co Requisites	PREREQ: EXS 264.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We have decided to change the prerequisite requirements for two main reasons. 1) This course focuses more on teaching and learning movements. While a thorough knowledge of anatomy and physiology may be helpful, it is far less relevant than to our other courses that require BIO 181 & BIO 182. This has the unintended consequence of slowing student progress into the exercise science curriculum. 2) this will allow more students from other majors which do not require BIO 181 & BIO 182 to take this class. In particular, Recreation Education has a 'Sports Science' option with many students who would like to take this class. However, with current prerequisites of BIO 181 & BIO

182, this would require 3 semesters (one for each bio course and then a third to take EXS 316). Thus, to remove barriers of entry to students interested in motor learning, we're requesting to remove the prerequisites of BIO 181 & BIO 182 which are less essential to motor learning than other, more physiology centered, classes.

5. **Date of departmental approval:** 3/26/2024

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

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

Name of Program and Degree Award: Economics, BA

Hegis Number: 2204.00

Program Code: 34023

Effective Term: Fall 2024

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

2. **From:**
Economics, BA

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic issues and problems.

Major Requirements - Overall

Earn at least 35 credits

Major Requirements - Core Courses

Economic Analysis

Earn at least 12 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

ECO 300 - Intermediate Macroeconomics

ECO 301 - Intermediate Microeconomics

Quantitative Methods

Earn at least 11 credits from the following:

ECO 302 - Economic Statistics

ECO 402 - Econometrics

MAT 174 - Elements of Calculus

OR MAT 175 - Calculus I

MAT 155 (1 credit) is a co-requisite of MAT 175.

Major Requirements - Elective Courses

Earn at least 12 credits from the following:

ECO 305 - Consumer Economics

ECO 306 - Money and Banking
ECO 311 - Public Economics
ECO 322 - Economic History of Developing Countries
ECO 323 - Economic Development in Latin America
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 401 - Introduction to Mathematical Economics
ECO 431 - Managerial Economics
BBA 310 - Security and Investment Analysis

**3. To:
Economics, BA**

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic issues and problems.

Major Requirements - Overall

Earn at least 36-37 credits

Major Requirements - Core Courses

Economic Analysis

Earn at least 12 credits from the following:

ECO 166 - Introduction of Macroeconomics
ECO 167 - Introduction to Microeconomics
ECO 300 - Intermediate Macroeconomics
ECO 301 - Intermediate Microeconomics

Quantitative Methods

Earn at least 11 credits from the following:

ECO 302 - Economic Statistics
ECO 402 - Econometrics
MAT 174 - Elements of Calculus
OR MAT 175 - Calculus I
MAT 155 (1 credit) is a co-requisite of MAT 175.

Major Requirements - Elective Courses

Earn at least 12 credits from the following:

ECO 305 - Consumer Economics
ECO 306 - Money and Banking

ECO 311 - Public Economics
ECO 322 - Economic History of Developing Countries
ECO 323 - Economic Development in Latin America
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 401 - Introduction to Mathematical Economics
ECO 431 - Managerial Economics
BBA 310 - Security and Investment Analysis

Career Readiness

Earn at least 1-2 credits from the following:

CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation

CED 301 - Business Career Goals, Networking and Strategies

4. Rationale:

Most students view college education as a path to getting career-related jobs and promotions. This is also the case for Lehman students, often first-generation and immigrant students working their way through college, trying to balance coursework, work, and family obligations with little or no time for professional and career development. Given the competitive job market esp. in New York and surrounding areas, a desired work place for many business graduates including the Lehman students, preparing our students for careers upon graduation has not only become important but a necessity and has to be intentional.

Recognizing this, the School of Business has developed two sequential career-preparedness courses for our majors, which aim at requiring students to be intentional in making choices and decisions in selecting academic majors and career paths while also taking ownership of their career readiness preparation. These courses focus on the exploration and research of academic majors and their career paths in the field of business while also helping students acquire knowledge and skills to better prepare them for the pursuit of a professional career in areas of chosen studies.

5. Date of departmental approval: 4/17/2024

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

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

Name of Program and Degree Award: Economics and Mathematics, BA

Hegis Number: 2204.00

Program Code: 36853

Effective Term: Fall 2024

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

2. **From:**
Economics and Mathematics, BA

Major Requirements - Overall

Earn at least ~~57~~ credits

Major Requirements - Core Courses

Foundation Courses

Earn at least 28 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

ECO 302 - Economic Statistics

ECO 402 - Econometrics

MAT 175 - Calculus I

MAT 176 - Calculus II

MAT 155 (1 credit) is a co-requisite of MAT 175 and MAT 156 (1 credit) is a co-requisite of MAT 176.

Requirements

Earn at least 25 credits from the following:

ECO 300 - Intermediate Macroeconomics

ECO 301 - Intermediate Microeconomics

ECO 401 - Introduction to Mathematical Economics

MAT 226 - Vector Calculus

MAT 301 - Applied Statistics and Data Analysis

MAT 313 - Elements of Linear Algebra

MAT 330 - Probability and Statistics

Major Requirements - Elective Courses

Complete at least 1 of the following courses:

MAT 323 - Ordinary Differential Equations
MAT 327 - Statistical Inference
MAT 347 - Linear Programming and Convex Algebraic Geometry
MAT 349 - Operations Research
MAT 364 - Financial Mathematics
MAT 424 - Partial Differential Equations and Applications
MAT 430 - Advanced Probability and Applications
MAT 464 - Advanced Financial Mathematics and Applications

Complete at least 2 of the following courses:

ECO 305 - Consumer Economics
ECO 306 - Money and Banking
ECO 311 - Public Economics
ECO 322 - Economic History of Developing Countries
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 431 - Managerial Economics

3. **To:** Underline the changes

Major Requirements - Overall

Earn at least 58-59 credits

Major Requirements - Core Courses

Foundation Courses

Earn at least 28 credits from the following:

ECO 166 - Introduction of Macroeconomics
ECO 167 - Introduction to Microeconomics
ECO 302 - Economic Statistics
ECO 402 - Econometrics
MAT 175 - Calculus I
MAT 176 - Calculus II
MAT 155 (1 credit) is a co-requisite of MAT 175 and MAT 156 (1 credit) is a co-requisite of MAT 176.

Requirements

Earn at least 25 credits from the following:

ECO 300 - Intermediate Macroeconomics
ECO 301 - Intermediate Microeconomics

ECO 401 - Introduction to Mathematical Economics
MAT 226 - Vector Calculus
MAT 301 - Applied Statistics and Data Analysis
MAT 313 - Elements of Linear Algebra
MAT 330 - Probability and Statistics

Major Requirements - Elective Courses

Complete at least 1 of the following courses:

MAT 323 - Ordinary Differential Equations
MAT 327 - Statistical Inference
MAT 347 - Linear Programming and Convex Algebraic Geometry
MAT 349 - Operations Research
MAT 364 - Financial Mathematics
MAT 424 - Partial Differential Equations and Applications
MAT 430 - Advanced Probability and Applications
MAT 464 - Advanced Financial Mathematics and Applications

Complete at least 2 of the following courses:

ECO 305 - Consumer Economics
ECO 306 - Money and Banking
ECO 311 - Public Economics
ECO 322 - Economic History of Developing Countries
ECO 324 - International Economics
ECO 326 - Labor Economics
ECO 331 - Industrial Organization and Regulation
ECO 338 - Law and Economics
ECO 344 - Economic Evaluation of Health Programs
ECO 345 - Health Economics
ECO 431 - Managerial Economics

Career Readiness

Earn at least 1-2 credits from the following:

CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation

CED 301 - Business Career Goals, Networking and Strategies

4. Rationale:

Most students view college education as a path to getting career-related jobs and promotions. This is also the case for Lehman students, often first-generation and immigrant students working their way through college, trying to balance coursework, work, and family obligations with little or no time for professional and career development. Given the competitive job market esp. in New York and surrounding areas, a desired work place for many business graduates including the Lehman students, preparing our students for careers upon graduation has not only become important but a necessity and has to be intentional.

Recognizing this, the School of Business has developed two sequential career-preparedness courses for our majors, which aim at requiring students to be intentional in making choices and decisions in selecting academic majors and career paths while also taking ownership of their career readiness preparation. These courses focus on the exploration and research of academic majors and their career paths in the field of business while also helping students acquire knowledge and skills to better prepare them for the pursuit of a professional career in areas of chosen studies.

5. **Date of departmental approval:** 4/17/24

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

DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

Name of Program and Degree Award: Business Administration, B.B.A.

Hegis Number: 0506.00

Program Code: 27660

Effective Term: Fall 2024

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

2. **From:
Business Administration, B.B.A.**

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall

Earn at least 46 credits

Additional Comments:

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements—Departmental Credits

Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 6 credits from the following:

ACC 171 - Principles of Accounting I

ACC 272 - Principles of Accounting II

Quantitative Methods for Business

Earn at least 6 credits from the following:

BBA 303 - Business Statistics I

BBA 403 - Intermediate Business Statistics II

Management

Earn at least 9 credits from the following:

BBA 204 - Principles of Management

BBA 405 - Management Decision Making

BBA 407 - Strategic Management

Major Requirements – Finance Concentration

Complete ALL of the following Courses:

BBA 207 - Principles of Finance

BBA 308 - Corporation Finance

BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration

Complete ALL of the following Courses:

BBA 332 - Marketing Management

BBA 367 - Consumer Behavior

BBA 467 - Marketing Research

Major Requirements – Accounting Concentration

Complete ALL of the following Courses:

ACC 334 - Intermediate Accounting I

ACC 335 - Intermediate Accounting II

ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration

Complete ALL of the following Courses:

BBA 327 - Organizational Behavior and Development

BBA 328 - Human Resource Management

BBA 329 - Labor Relations

Major Requirements – Business Law Concentration

Complete ALL of the following Courses:

BBA 336 - Business Law I

BBA 337 - Business Law II

BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration

Complete ALL of the following Courses:

BBA 432 - International Business Management

BBA 433 - Global Marketing

ECO 324 - International Economics

Major Requirements – Business Economics Concentration

Complete ALL of the following Courses:

ECO 305 - Consumer Economics

ECO 326 - Labor Economics

ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration

Complete ALL of the following Courses:

BBA 333 - E-Business

BBA 340 - Internet Law

BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration

Complete ALL of the following Courses:

BBA 345 - Introduction to Hospitality Management

BBA 346 - Strategic Hospitality Management

BBA 347 - Hospitality Management Fieldwork

Major Requirements – Other Departmental Credits

Earn at least 10 credits

Fulfill ALL of the following requirements:

Ethical and Legal Responsibilities

Earn at least 3 credits from the following:

PHI 330 - Business Ethics

Business Writing

Earn at least 3 credits from the following:

ENW 300 - Business Writing

Mathematics

Earn at least 4 credits from the following:

MAT 132 - Introduction to Statistics
MAT 171 - Elements of Precalculus
MAT 172 - Precalculus
MAT 174 - Elements of Calculus
MAT 175 - Calculus I

Major Requirements –Entrepreneurship Concentration

Type: Completion requirement

Complete ALL of the following Courses:

BBA 313 – Foundations of Entrepreneurship
BBA 314 – Small Business Management
BBA 207 - Principles of Finance
or
BBA 332 - Marketing Management
or
BBA 336 - Business Law I

3. To:

Business Administration, B.B.A.

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations —private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Major Requirements - Overall

Earn at least 47-48 credits

Additional Comments:

All students are admitted to this major on a provisional basis. The BBA major is designed to help students prepare for professional business careers, including professional certification in various aspects of business. To enroll in/or maintain matriculation in the Bachelor of Business Administration major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.B.A. major, but can enroll in the B.A. in Accounting major and minors in Management or Business Practice. Students will be advised on majors that will allow them to accomplish their career goals.

This major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

Major Requirements—Departmental Credits

Economics

Earn at least 6 credits from the following:

ECO 166 - Introduction of Macroeconomics

ECO 167 - Introduction to Microeconomics

Accounting

Earn at least 6 credits from the following:

ACC 171 - Principles of Accounting I

ACC 272 - Principles of Accounting II

Quantitative Methods for Business

Earn at least 6 credits from the following:

BBA 303 - Business Statistics I

BBA 403 - Intermediate Business Statistics II

Management

Earn at least 9 credits from the following:

BBA 204 - Principles of Management

BBA 405 - Management Decision Making

BBA 407 - Strategic Management

Major Requirements – Finance Concentration

Complete ALL of the following Courses:

BBA 207 - Principles of Finance

BBA 308 - Corporation Finance

BBA 310 - Security and Investment Analysis

Major Requirements – Marketing Concentration

Complete ALL of the following Courses:

BBA 332 - Marketing Management

BBA 367 - Consumer Behavior

BBA 467 - Marketing Research

Major Requirements – Accounting Concentration

Complete ALL of the following Courses:

ACC 334 - Intermediate Accounting I

ACC 335 - Intermediate Accounting II

ACC 348 - Computer-Based Accounting

Major Requirements – Human Resource Management Concentration

Complete ALL of the following Courses:

BBA 327 - Organizational Behavior and Development

BBA 328 - Human Resource Management

BBA 329 - Labor Relations

Major Requirements – Business Law Concentration

Complete ALL of the following Courses:

BBA 336 - Business Law I

BBA 337 - Business Law II

BBA 339 - Commercial Transactions

Major Requirements – International Business Concentration

Complete ALL of the following Courses:

BBA 432 - International Business Management

BBA 433 - Global Marketing

ECO 324 - International Economics

Major Requirements – Business Economics Concentration

Complete ALL of the following Courses:

ECO 305 - Consumer Economics

ECO 326 - Labor Economics

ECO 431 - Managerial Economics

Major Requirements – E-Business Concentration

Complete ALL of the following Courses:

BBA 333 - E-Business

BBA 340 - Internet Law

BBA 433 - Global Marketing

Major Requirements – Hospitality Management Concentration

Complete ALL of the following Courses:

BBA 345 - Introduction to Hospitality Management

BBA 346 - Strategic Hospitality Management

BBA 347 - Hospitality Management Fieldwork

Major Requirements – Other Departmental Credits

Earn at least 11-12 credits

Fulfill ALL of the following requirements:

Ethical and Legal Responsibilities

Earn at least 3 credits from the following:

PHI 330 - Business Ethics

Business Writing

Earn at least 3 credits from the following:

ENW 300 - Business Writing

Career Readiness

Earn at least 1-2 credits from the following:

CED 201 - Business Career Exploration: Self-Assessment, Discovery and Preparation

CED 301 - Business Career Goals, Networking and Strategies

Mathematics

Earn at least 4 credits from the following:

MAT 132 - Introduction to Statistics

MAT 171 - Elements of Precalculus

MAT 172 - Precalculus

MAT 174 - Elements of Calculus

MAT 175 - Calculus I

Major Requirements –Entrepreneurship Concentration

Type: Completion requirement

Complete ALL of the following Courses:

BBA 313 – Foundations of Entrepreneurship

BBA 314 – Small Business Management

BBA 207 - Principles of Finance

or

BBA 332 - Marketing Management

or

BBA 336 - Business Law I

4. Rationale:

Most students view college education as a path to getting career-related jobs and promotions. This is also the case for Lehman students, often first-generation and immigrant students working their way through college, trying to balance coursework, work, and family obligations with little or no time for professional and career development. Given the competitive job market esp. in New York and surrounding areas, a desired work place for many business graduates including the Lehman students, preparing our students for careers upon graduation has not only become important but a necessity and has to be intentional.

Recognizing this, the School of Business has developed two sequential career-preparedness courses for our majors, which aim at requiring students to be intentional in making choices and decisions in selecting academic majors and career paths while also taking ownership of their career readiness preparation. These courses focus on the exploration and research of academic majors and their career paths in the field of business while also helping students acquire knowledge and skills to better prepare them for the pursuit of a professional career in areas of chosen studies.

5. Date of departmental approval: 4/15/2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Number, Description, and Liberal Arts Designation

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

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 301
Course Title	Psychological Foundations of Middle and High School
Description	Development from childhood through adolescence (cognitive, emotional, social, and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. Theories and research findings will be discussed in relation to classroom observations. NOTE: requires 20 hours of supervised fieldwork.
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. To: Underline the changes

Department(s)	Psychological Foundations of Middle and High School
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC <u>201</u>
Course Title	Psychological Foundations of Middle and High School
Description	Development from childhood through adolescence (cognitive, emotional, social, and physical), learning theories, measurement and evaluation, inclusion of special student populations, and use of relevant technology and software. <u>Analysis and application of theories and research findings on classroom observations.</u> NOTE: requires 20 hours of supervised fieldwork.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

We propose to change the course number to the 200-level as well as the designation to a liberal arts focus, so the course can be added to the freshman block as part of the new

Adolescent Teacher, B.A. major. The liberal arts designation is consistent with the course's focus on the analysis and application of the learning sciences on adolescent development. We also sharpened the description to reflect the application of theories to fieldwork observations.

5. **Date of departmental approval:** April 15, 2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 311
Course Title	Academic Discourse Communities in Middle and High School Education
Description	Study of academic discourse communities, including the arts, natural and social sciences, humanities, and education. Emphasis on reading and writing across academic disciplines; quantitative and qualitative analyses; interpretation of academic content, and applications in educational settings.
Pre/ Co Requisites	Departmental permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This is currently listed as experimental. We would like to transform it into a new course as part of the proposed Adolescent Teacher major.

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

- a) Discover the relationship between form and meaning in written academic discourse.
- b) Analyze, interpret, and discuss complex meanings in various genres and texts.
- c) Explore the structure and construction of teacher certification exams.
- d) Analyze and critique academic texts, self-authored texts, and peers' writings.
- e) Engage in cross-linguistic analyses of academic texts.
- f) Discover the tools for writing powerful argumentation and apply them (as well as other western written discourse conventions, strategies and techniques of writing) to a complex prompt.
- g) Apply generated techniques and co-constructed knowledge to academic literacy enhancement of middle and high school students.

5. Date of Departmental Approval: April 15, 2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 475
Course Title	Internship Teaching in Special Programs for the Middle and High School Grades
Description	One semester of supervised teaching of adolescent education and TESOL P-12 candidates in sponsored alternative and provisional certification programs. Assigned in-school activities are required. (May be repeated up to five times.)
Pre/ Co Requisites	Departmental permission
Credits	0
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Clinical Preparation Practicum Internship
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:**

We are proposing a new, zero-credit course to replace the experimental course, ESC 50, to address some problems with the current sponsored program system while enhancing the experiences for our alternative certification students. The new course will (1) Provide the structure for pedagogically enhanced communities of practice; (2) Reduce costs for the College; and (3) Solve the substantial problem of our candidates not having a student teaching experience imprinted on their official transcripts.

To enhance the electronic, pedagogical coaching experience, we would like to organize communities of alternative teacher candidates into zero-credit seminars. In addition to having an experienced coach leading the seminars, creating communities of practice where teachers can share their challenges and successes among the group members is grounded in research and best practices.

The new course will also reduce the cost of the supervision/field consulting by about 50% from current levels because it will be a more efficient use of time and resources (This translates into one-fourth of a credit per student; in our traditional teacher education programs, on-site school visits are programmed as one-half credit per student). The current system includes pay for driving time, parking, and navigating individual middle and high schools throughout the Bronx and adjacent areas. To expand Lehman College's participation in the New York City Department of Education's sponsored programs across the five boroughs, we altered our coaching system from school-site visits to electronic videos and meetings. These site visits are zero-credit experiences where we pay the coaches or "field consultants" an hourly rate using non-teaching adjunct hours. These coaching visits are required in the RFP contract CUNY signed as part of the New York City Teaching Fellows/Collaborative Programs and can potentially apply to future contracts with the NYCDOE and other entities.

And lastly, the current system means that many students graduate from the program without an official student teaching experience listed in their transcript. For our graduates, the consequences are that they are unable to transfer their teaching credentials to other states and they are also ineligible for advanced education programs such as adding an additional certification to their credentials.

This class should be programmed to include the following attributes:

- Clinical Preparation Practicum
- Internship
- 0 credits
- 0 academic progress units
- 0 financial aid units
- Can be repeated up to 5 times.
- Pass/Fail Grading Modality

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

- a. Describe best practices related to the teaching of the subject matter.
- b. Construct detailed lesson plans incorporating culturally responsive and sustaining pedagogy.

- c. Videorecord themselves teaching the lessons to small and whole groups of adolescent or P-12 TESOL students.
- d. Critically analyze the videos through the lens of teaching and learning standards.
- e. Participate in pre-observation, observation, and post-observation coaching sessions.
- f. Provide evidence of pedagogical improvements based on coaching feedback.

5. **Date of Departmental Approval:** April 15, 2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Music History
Course Prefix & Number	MSH 343
Course Title	Music in New York: Global Connections
Description	Survey of Various musical and performance practices related to various cultural diasporas in New York City. Processes of globalization, cultural hybridity, immigration and identity formation at both individual and community levels.
Pre/ Co Requisites	Department permission
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Lehman College's student population is overwhelmingly constituted by first, second, or third generation immigrants. Expressive cultural practices such as music have been vital for diasporic communities constructing and communicating a sense of belonging and cultural retention in the melting pot that is New York City. This course will provide students with a nuanced understanding and a rich vocabulary to grasp complex cultural processes they experience in NYC on a daily basis, among them: globalization, hybridity, assimilation, creolization, and transnationalism. Students will gain familiarity with diverse performance practices of historical relevance to the city. Some of which include foundational African American expressions such as gospel and blues, global sensations such as hip hop; revolutionary Latin rhythms such as salsa, bachata and reggaeton; the music of European ethnic groups such as Irish and Italian traditional music and revivals of Klezmer and Balkan music; theatrical performances of Asian Americans; and important cultural celebrations such as Lunar New Year or the West Indian Labor Day Parade. Introducing students to diverse musical expressions that are nevertheless intrinsically connected through the multifaceted processes of cultural mobility, this course will inspire students to embrace the transnational nature of New York City through the lens of its music.

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

- To critically understand the role of cultural practices in shaping identity formation and community bonding and embrace diversity in social and cultural realms.
- To recognize how music intersects with cultural, political and social institutions.
- To get acquainted with different musical genres, drawing connections between sounds and performances and their social and cultural significance.
- To explore the unique music technology assets of Lehman College and its environs.
- To develop a vocabulary to communicate ideas concerning music as a socio-cultural practice and the complexities of globalization and cultural mobility.
- To apply concepts learned in this class to examine music and its intersection with other realms of student's lives, grasping the complex role of art and culture in society.
- To gather, interpret, and assess information from a variety of sources and points of view.
- To evaluate evidence and arguments critically and be able to appraise their usefulness.
- To produce well-reasoned written or oral arguments using evidence to support conclusions and a piece of independent research or creative work in "scaffolded" stages.
- To improve writing skills at the college level, including learning how to properly cite, how to state claims and hypothesis, how to structure an essay and how to communicate findings.

5. Date of Departmental Approval: 03/08/2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
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 335
Course Title	Dance Pedagogy
Description	Comprehensive teaching methods and strategies tailored for dance education at various developmental stages.
Pre/ Co Requisites	3 credits in DNC at the 200 or 300 level
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 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:**

DNC 335 will be an integral part of the ATE dual degree program by providing foundational theory and methods for the dance educator. A dance educator teaching in New York City has a unique and multifaceted role that encompasses teaching dance technique, choreography, and the cultural and historical contexts of dance, which will all be covered within this course.

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

1. Design and implement a dance curriculum that aligns with New York State standards for the arts, incorporating a wide range of dance styles, traditions, and cultural perspectives.
2. Provide high-quality dance instruction that fosters students' technical proficiency, creativity, and appreciation for dance as an art form.
3. Assess students' progress in dance technique, understanding of dance theory, and creative expression.
4. Demonstrate cultural competency by integrating a diverse range of dance forms and traditions into the curriculum, reflecting the multicultural tapestry of New York City.
5. Ensure that dance education is accessible and inclusive to all students, including those with disabilities.
6. Provide support and guidance to students, not only in developing their dance skills but also in their personal growth and academic achievements.

5. **Date of Departmental Approval:** April 12, 2024

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. Type of change: *New Course*

2.

Department(s)	Music, Multimedia, Theatre, and Dance
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 435
Course Title	Culturally Responsive Dance Pedagogy
Description	Exploration of dance as a reflection of cultural identity to gain a comprehensive understanding of cultural dance pedagogy for today's multicultural classrooms.
Pre/ Co Requisites	DNC 335
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:

DNC 435 will be an integral part of the ATE dual degree program, by providing foundational theory and methodology for the dance educator. A K-12 dance educator teaching in New York City has a unique and multifaceted role that encompasses teaching dance technique, choreography, and the cultural and historical contexts of dance, which will all be covered within this course.

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

- Gather, interpret, and assess information from a variety of sources and points of view, including kinesthetic experience. Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental theories and methodology of somatic practice.
- Examine how an individual's place in society and somatic experience affects experiences, values, or choices.
- Articulate and assess ethical views and their underlying premises.
- Identify and engage the ways that somatic practice can affect an individual's relationship to local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
- Experience and evaluate personal movement patterns.
- Integrate somatic practices to promote health and well being.

5. Date of Departmental Approval: April 12, 2024

CUNY Common Core Course Submission Form

Submitted on 7.30.2024

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	POL 267
Course Title	Gender and Politics
Department(s)	Political Science
Discipline	Political Science
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	How gender is constructed by multiple factors such as identity, place, space, class, sexuality, age, race, ethnicity, nationality, and culture and how these categories of difference shape the positioning and reproduction of gender in a variety of political contexts, including local, national and transnational framework.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

X current course revision of current course a new course being proposed

CUNY COMMON CORE Location

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

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

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

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

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

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

Waiver requested

If waiver requested:

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

<p>If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	
<p>Learning Outcomes</p> <p>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</p>	
<p>I. Required Core (12 credits)</p>	
<p>A. English Composition: Six credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
<p>B. Mathematical and Quantitative Reasoning: Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

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

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

II. Flexible Core (18 credits)

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

A. World Cultures and Global Issues

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

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

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

- | | |
|--|--|
| | <ul style="list-style-type: none">• 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. |
| | <ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">• 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. |
| | <ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own. |

B. U.S. Experience in its Diversity

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

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

The course content is based on a textbook and several journal articles, book chapters, classic and contemporary readings in gender studies. This SLO is mainly assessed by several weekly assignments, a writing/research project and an exam. Students are required to do their weekly readings, write a few page summary about the main points of the assigned readings. Students demonstrate that they can interpret and communicate the course content via the weekly/bi-weekly assignments in addition to one more involved writing project that is a theoretical and analytical essay. There is a cumulative final exam with questions taken directly from the course's content.

Gather, interpret, and assess information from a variety of sources and points of view.

Students are assigned to work on two projects (4-5 page analytical and theoretical essays). This is different from the weekly one-page summary of the readings. They are required to synthesize several readings, find the connection between the readings, the assignments and write a critical essay.

Evaluate evidence and arguments critically or analytically.

This SLO is assessed through class discussions, the project that is reinforced by the weekly assignments and the cumulative final exam. Examples of topics include: How is gender constructed by culturally specific symbolic meanings and social codes; How do categories of difference shape the positioning and reproduction of gender in a variety of political contexts, including global, national, and transnational framework; How do we conceptualize gender oppression, power, and privilege; What are some of the goals and debates of feminist and queer politics and social movements.

Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

The SLO is assessed by the weekly readings and written assignments, the project and the cumulative final exam. The course provides an in-depth survey of influential theoretical approaches in gender studies and intersectionality from an interdisciplinary perspective.

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

This SLO is assessed by the core of what this course is about; the course examines how gendered experiences are socially constructed, they are political and intersectional (gender intersects with variety of other identities such as class and race).

Examine how an individual's place in society affects experiences, values, or choices.

- Articulate and assess ethical views and their underlying premises.
- Articulate ethical uses of data and other information resources to respond to problems and questions.

This course captures the significance of the different approaches by discussing them in reference to a range of historically salient and politically pertinent cases. To do so, the course explores a diversity of theories: theories of intersectionality, liberal feminism, Marxist feminism, Black feminism, French feminism, decolonial feminism, queer theory, among others.

Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

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

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.

	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> • Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> • Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> • Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Lehman College

Department of Political Science

POL 267 – Gender and Politics

Overview

What is gender? How does it differ from sex? How is it related to class, race, ethnicity, and sexuality? How do we conceptualize gender oppression through history? What are some of the goals and debates of feminist and queer politics? How have social movements contested the social and political roles of women, the construction of gender, and the cultural institutions and representations that shape popular conceptions and treatment of differently gendered persons?

To investigate these questions, we will survey historical and theoretical texts. We will also consider several contemporary debates around gender and politics, bringing our course readings to bear on our discussion of these current events.

Course objectives - Students will learn to:

- Think critically about gender, power, privilege, inequality, and difference.
- Evaluate evidence and arguments critically and analytically.
- Interpret, gather, critically evaluate the readings, and understand the variety of points of view.
- Sharpen your ability to engage in candid, respectful dialogue about this subject matter that may be sensitive or controversial.
- Identify how an individual's place in society affects experiences, values, or choices.
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
- Interpret and assess information from a variety of sources and points of view via a comparative analysis of theoretical and interdisciplinary approaches that are central to gender studies.
- Identify and apply the fundamental concepts, theories and methods of the interdisciplinary nature of the field of gender and explore the relationship between the individual and society.

Course materials and requirements:

All readings will be available in PDF and PowerPoint forms on Blackboard. The assigned readings are an essential part of this course. You are expected to read, understand, and review them and integrate the material with the content of the lecture notes that are posted on Blackboard carefully and critically.

Another expectation is taking notes. When reading each piece of the assigned readings, take notes to the best of your ability so that you come prepared to collectively summarize the texts and discuss their relevance. I will provide tips throughout the semester on reading and note-taking strategies for different types of texts (historical, theoretical, polemical, film, etc.).

You will also have an assignment due every week or every other week that is designed to deepen your engagement with the assigned readings, hone your research and analytical skills, and contribute to lively class discussions. These assignments vary based on the module (history, theory, or contemporary debate) and are listed below on the syllabus. The assignments are submitted via blackboard and are due on Sundays before midnight.

In addition to the assignments, you will also have two analytical and theoretical essays to complete for the course. Each essay should be 4-6 pages (double spaced).

Class participation:

I understand that everyone has a different comfort level in speaking up in class. However, asking questions and commenting on the readings is essential for grasping the concepts with which we are working. To make this an accessible, fruitful, and rewarding practice for everyone, there will be several guidelines and activities to facilitate discussion:

1. First off, this should always be a respectful space for learning. No slurs or other derogatory remarks/ behavior toward others will be tolerated (this includes general remarks about people/ groups of people regardless of their presence/ representation in the room). Everyone must respect others' preferred pronouns. If you disagree with another students (or me), you should respond in a way that tries to show what you understand about their statements, then express why you disagree. This also helps in the class to follow along and keep the discussion connected.
2. The same goes for discussing readings. Part of what we are doing in this class is to think critically about what each theorist is arguing. Our goal is to go beyond rote learning (so and so argues x) and to engage with why and why not certain theoretical frameworks are convincing: What do they tell us about our connection to the world – about everyday social practices as well as more 'eventful' happenings such as social movements? What are the social and political consequences of conceptualizing the world in this way? When questioning readings in this way, you may find problems with the argument, claims you think are false, or statements that have not aged well. However, nothing would be on the syllabus if I did not think it had something valuable to offer – so let's not be hasty to throw the baby out of the bathwater! (so-to-speak). The challenge of critiquing theory is to parse what is useful and correct from what is false, insufficiently explanatory, or no longer relevant, and to ask how rejecting certain claims affects the work as a whole (Does this invalidate the whole theory? How might we need to adapt some claims to salvage them? I urge you to keep this challenge in mind as a sort of collective project we will strive towards in our discussions.
3. Using your cell phone during class is strictly prohibited.
4. Attendance is a must. We will be covering a lot of ground and missing a class will put you behind. If an emergency comes up and you are unable to attend, email me and let me know what is going on as soon as possible. More than one missed class will incur a grade penalty, except in truly extenuating circumstances (to be decided by me on a case-by-case basis).

Assignments (Six):

There are almost weekly/bi-weekly assignments throughout the semester in a form of a summary essay. There are 8 assignments listed throughout the course. You are required to submit 6 out of the 8 listed. Please refer to the reading schedule below.

Each summary essay should be about 1-3 pages in length (single spaced). The details of the essays will be discussed in class at the start of the semester although it goes without saying that the essay should be a well-written and polished work. Your submission should be proofread with spelling and grammar checks. The style of writing is academic writing.

Citations are an important part of college writing. It is always important to provide citations for your writing (for the assignments and the projects). This may include a reference list, footnotes or parenthetical citations.

Different disciplines use different formats for citations. For this course you can use the APA, MLA, or ASA styles. We will have a discussion related to citations and different formats at the start of the semester.

I consider these assignments an important part of your learning in the course. The goal of these assignments is to hold you accountable for reading and encourage you a reflective engagement with the texts so that you could enter the classroom ready for productive discussions. The first part of the class will be lecture about the topic of the day and review of the readings. There are often breakout sessions during the second half of class to share and discuss students' essays related to the topic. The assignments are intended to build on the cumulative knowledge of the course's material throughout the semester.

Projects (choose one from the two):

There are two projects for the course. You are required to complete one out of the two. The projects are a longer version, more focused than your assignments (4-6 pages – covers 4-7 articles instead of 2 in the case of assignments). Learning objectives for the projects comprise both a) development of research and writing skills, including delineation of feasible and focused project, selection and evaluation of sources, and construction of an argument in conversation with these sources; and b) a deepened engagement with themes and concepts explored during the semester through a student's own research into their chosen subject of interest.

Final exam: There will be one test at the end of the semester. The exam is cumulative. The format is multiple choice, true/false.

Grade requirements:

Attendance and participation (Go together with the weekly/bi-weekly assignments.). Total of 60% of the final grade (18%+42% = 60%)	20%
Weekly/bi-weekly assignments (6 out of 8) [Each assignment consists of a one page or a few pages (single spaced) well written, well thought out summary about a specific subject matter as it pertains to the assigned readings. We will discuss the details on the first day of class.]	45% (6 assignments, 7.5% each of your final grade. There are 8 assignments listed. You are required to submit at least 6 out of the 8 listed.)
Projects (choose one from the two) [The two projects consist of a 4–6-page essay each.]	15%
Final exam - [Final exam is cumulative. Format is multiple choice, true/false.]	20%

Academic Dishonesty (Plagiarism):

Lehman College adheres to a high standard of academic excellence. Plagiarism is unacceptable under any circumstances, is not tolerated, and is punishable. It will be reported, and proper disciplinary action will be taken which might include failing grade for the course. Plagiarism is defined as the copying of information or materials from sources without acknowledging the source(s), claiming others' ideas as one's own or buying materials such as essays/exams. This is where one states someone else's ideas or views without properly crediting the course for his/her ideas. One way to avoid plagiarism is to provide proper references and proper documentation of all materials used in your work. We will go over proper citation practices when we discuss writing guidelines in class. If you are unclear about what constitutes plagiarism, please see me to clarify.

Acceptable and unacceptable use of Generative Artificial Intelligence (AI) tools:

The use of generative AI tools (e.g., Chat GPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining ideas
- Fine tuning your research questions
- Finding information on your topic
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments and essays.
- You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited.

Accommodating disabilities:

Students with disabilities who may need further accommodations are encouraged to register with the Office of Student Disability Services, Shuster Hall, Room 238, phone number, 718-960-8441:

DISABILITY.SERVICES@lehman.cuny.edu

WEEK 1 - Introductions

Introductions

Syllabus

Discuss- textbook: **Pilcher and Whelehan. *50 Key Concepts in Gender Studies*.**

Watch – video - The Gender Code

<https://www.youtube.com/watch?v=Zph7H-00d5w>

WEEK 2

Feminist histories I: Transition to Capitalism, Struggle for Suffrage, and Second Wave Feminisms

Required

- 1) Brief overview: Martha Rampton, "Four Waves of Feminism," <https://www.pacificu.edu/magazine/four-waves-feminism>
- 2) Estelle Freedman, *No Turning Back: The History of Feminism and the Future of Women*, "The Historical Emergence of Feminisms: Women's Rights, Women's Work, and Women's Sphere," 57-87

Recommended further readings

- 3) Silvia Federici, Excerpts from "The Accumulation of Labor and the Degradation of Women: Constructing 'Difference' in the 'Transition to Capitalism,'" *Caliban and the Witch*.
- 4) Nancy Fraser, "Second-Wave Feminism: 'An Epochal Social Phenomenon'," <https://www.versobooks.com/blogs/news/2520-second-wave-feminism-an-epochal-social-phenomenon-by-nancy-fraser>

Assignment #1 - Write summary of the articles #1 and #2 (listed above).

WEEK 3

Continued from previous week - Feminist histories I: Transition to Capitalism, Struggle for Suffrage, and Second Wave Feminisms

Required

- 1) Excerpts from Benita Roth, *Separate Roads to Feminism: Black, Chicano, and White Feminist Movements in America's Second Wave*
- 2) "Redefining Liberation," 52-56; "New Left Hostility to a New Feminist Movement," 62-67; "Organizing by Women's Liberationists: Creating an Autonomous Movement," 70-73; "Conclusion: Reforming a Community Versus Forming One," 73-75.
- 3) "Black Women and Changes in the Civil Rights Movement," 79-86; "Black Feminists Respond: Early Organizations," 86-93.
- 4) "Chicanas in the Chicano Movement of the 1960s and 1970s," 132-138; "Early Organizing by Chicana Feminists," 138-144; "Challenging the Machismo in Chicanismo, and Other Chicana Feminist Concerns," 150-154.

Assignment #2- Choose two out of the 4 articles listed above. Write summary of the two articles in an essay form.

WEEK 4

Feminist histories II: Third Wave Feminism, Post-Feminism, and Today's Fourth Wave

Required

- 1) Selections from Leslie Heywood and Jennifer Drake, *Third Wave Agenda: Being Feminist, Doing Feminism*.
- 2) Selections from Stacy Gillis et al., *Third Wave Feminism: A Critical Exploration*
- 3) Eslasaid Munro, "Feminism: A Fourth Wave," *Political Insight*, 22-25.
- 4) Kira Cochrane, "The Fourth Wave of Feminism: Meet the Rebel Women," *The Guardian*, <https://www.theguardian.com/world/2013/dec/10/fourth-wave-feminism-rebel-women>

Recommended Further Reading

- 5) Stacy Gillis and Rebecca Munford (2004) Genealogies and generations: the politics and praxis of third wave feminism, *Women's History Review*, 13:2, 165-182.

WEEK 5

Theoretical bases of feminism I: Approaches to conceptualizing women's oppression

Required:

- 1) Iris Young, "The Five Faces of Oppression," from *Justice and the Politics of Difference*, pp. 40-65.
- 2) Carole Pateman, *The Sexual Contract*, "Contracting In," 1-19.

Recommended further reading:

- 3) Lise Vogel, Excerpts from *Marxism and the Oppression of Women: Toward a Unitary Theory*
- 4) Heidi I. Hartmann, Excerpts from "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union"

Assignment #3 – Write summary of the articles #1 and #2 for week 5 (listed above).

WEEK 6

Theoretical Bases of Feminism II: Conceptualizing Otherness – What is a Woman?

Required:

- 1) Simone de Beauvoir, *The Second Sex*, Introduction and chapter 12.
- 2) Gayle Rubin, excerpts from "The Traffic of Women"
- 3) Judith Butler, excerpts from *Gender Trouble*
- 4) Monique Wittig, "One is Not Born a Woman"

Assignment #4 – Choose two articles from the list above and write your summary.

WEEK 7

From Theory to Praxis: Intersectionality and Identity Politics

Required:

- 1) Redstockings, "Redstockings Manifesto"
- 2) Combahee River Collective, "A Black Feminist Statement"
- 3) bell hooks, *Feminist Theory from Margin to Center*, "Feminism: A Movement to End Sexist Oppression"
- 4) Kimberle Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color"
- 5) Patricia Hill Collins, "Intersectionality's Definitional Dilemmas, Why Black Feminist Thought?"

Recommended further reading:

- 6) June Eric-Udorie, ed., *Can We All Be Feminists? Seventeen Writers on Intersectionality, Identity and Finding the Right Way Forward for Feminism*
- 7) Elise Johnson McDougald, *The Double Task: The Struggle of Women for Sex and Race Emancipation (1925)*, 307-310 in *Call and Response*
- 8) Tressie McMillan Cottom – *Thick*, "Black Girl, Interrupted"

9) Video - Watch - Sojourner Truth's "Ain't I a Woman" Performed by the Hollywood star, Kerry Washington: https://www.youtube.com/watch?v=Ry_i8w2rdQY

Assignment #5 – Choose two articles from the "required" reading list above and write your summary.

WEEK 8

Contemporary Debates: Abortion, Citizenship, and Equality for Women

- 1) Excerpts from *Roe v. Wade* and *Dobbs v. Jackson* (majority and dissent opinions)
- 2) Zillah Eisenstein, *The Female Bosy and the Law*, 184-190.
- 3) Angela Davis, *Women, Class, and Race*, "Racism, Birth Control, and Reproductive Rights," 209-229.
Michelle Goodwin, "The New Jane Crow," *The Atlantic*,
<https://www.theatlantic.com/ideas/archive/2022/05/maternal-mortality-pregnancy-deaths-overturn-roe/629816/>
(See also: Michele Goodwin, "Pregnancy and the New Jane Crow," *Connecticut Law Review*; Interview with Amy Goodman on *Democracy Now*, YouTube; Michele Goodwin, *Policing the Womb: Invisible Women and the Criminalization of Motherhood*)

Project #1 due: Summarize, synthesize, and analyze weeks 7 and 8 readings and the core of the debates under this topic. Connect the readings and the topics from the earlier readings in the course to enrich your analysis and synthesis. For the essay guidelines, refer to your syllabus and the handout. We will discuss further in class.

WEEK 9

Historical Foundations of Queer Politics

Required:

- 1) Michael Bronski, *A Queer History of the United States*, "Production and Marketing of Gender," 129-151; "Revolt/Backlash/Resistance," 205-233; Epilogue, "236-242.
- 2) Excerpts from Peter Drucker, *Warped, Gay Normality and Queer Anti-Capitalism*, "Fordism and Gay Identity," "Homosexuality and Queer"; "The Sexual Politics of Neoliberalism"
- 3) John D'Emilio, "Cycles of Change, Questions of strategy: The Gay and Lesbian Movement After Fifty Years"

Recommended Further Reading:

- 4) Craig A. Rimmerman, *From Identity to Politics: The Lesbian and Gay Movements in the United States* (2002), pp. 1-12 ("Perspectives on the Lesbian and Gay Movements"); 18-44 ("the Assimilation Strategy and Interest-Group Liberalism.")
- 5) Seidman and Meeks "The Politics of Authenticity: Civic Individualism and the Cultural Roots of Gay Normalization" *Cultural Sociology* 5.4 (2011) pp. 519-536.
- 6) **Watch** - Webinar: Understanding LGBTQ+ Terminology

[Webinar: Understanding LGBTQ+ Terminology \(youtube.com\)\]](#)

Assignment #6 – Choose two articles from the “required” reading list above and write your summary.

WEEK 10

Queer Theory I: Contextualizing the “Queer Turn”

- 1) Cathy J. Cohen "Punks, Bulldoggers, and Welfare Queens" in Mark Blasius, ed. *Sexual Identities, Queer Politics* (2001).
- 2) Steven Seidman, "Identity and Politics in a 'Postmodern' Gay Culture: Some Historical and Conceptual Notes" in Michael Warner, ed., *Fear of a Queer Planet*.
- 3) Queer Politics, and Social Theory (1993), pp. 105-142. Tim Edwards, "Queer Fears: Against the Cultural Turn" *Sexualities* 1:4 (1998), pp 471-84.

Assignment #7 – Choose two articles from the “required” reading list above and write your summary.

WEEK 11

Queer Theory II: Themes in Contemporary Queer Theory: Authenticity, Performativity, Camp

- 1) Judith Butler, "Imitation and Gender Insubordination." From *Inside/Out – Lesbian*

- Theories, Gay Theories* (1991) pp. 13-31, and excerpts from *Gender Trouble*
- 2) Judith Butler, excerpts from *Gender Trouble* ("The Politics of Parody")
 - 3) Eric Lott, "Love and Theft: The Racial Unconscious of Blackface Minstrelsy"
 - 4) Strong and Bui, "SHE IS NOT ACTING, SHE IS": The conflict between gender and racial realness on RuPaul' DragRace *Feminist Media Studies* 14.5 (2014)

5) Film - Watch: Jamie Livingston, Paris is Burning

Assignment #8 – Choose two articles from the “required” reading list above and write your summary.

WEEK 12

Contemporary Debates: Trans Rights and Gender Non-conformity

- 1) Susan Stryker, excerpts from *Transgender History* (2008).
- 2) Dean Spade, excerpts from *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of the Law* (expanded edition – 2015)
- 3) Selection of contemporary trans-exclusionary laws and public debates around them
- 4) Contra points, "Pronouns," YouTube

WEEK 13

Contemporary Debates: The Family and the Traditional Values

- 1) Melanie Cooper, *Family Values*, "Between Neoliberalism and the New Social Conservatism" (7-24) and "The Ethic of Family Responsibility: Reinventing the Poor Laws," (67-117).
- 2) Excerpts from Mariarosa Dalla Costa, *Family, Welfare, and the State: Between Progressivism and the New Deal*
- 3) M.E. O'Brien, "To Abolish the Family: The Working-Class Family and Gender Liberation in Capitalists Development," *Endnotes*, 361-417.
- 4) Sarah Leonard and Nancy Fraser, "Capitalism's Crisis of Care," *Dissent*, <https://www.dissentmagazine.org/article/nancy-fraser-interview-capitalism-crisis-of-care/>
(See also: Nancy Fraser, "Crisis of Care" On the Social-Reproductive Contradictions of Contemporary Capitalism" in Tithi Bhattacharya, ed., *Social Reproduction Theory: Remapping Class, Recentring Oppression*)

Project #2 due: Summarize, synthesize, and analyze weeks 7 and 8 readings and the core of the debates under this topic. Connect the readings and the topics from the earlier readings in the course to enrich your analysis and synthesis. For the essay guidelines, refer to your syllabus and the handout. We will discuss further in class.

WEEK 14 – last week of class.

Contemporary Debates: Class Choice

Suggested options: #metoo feminism movement; sexual harassment and workplace politics; cancel culture as feminist strategy; feminism in global perspective; men and masculinity; gender and wellbeing (health, education, work); body politics in U.S. and global perspective.

Final exam:

Final exam is cumulative. The format is multiple choice/true false. Study your notes, lectures notes posted on Blackboard, the assigned articles, and the selective sections of the textbook we covered for the course.

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

SCHOOL OF BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	School of Business
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	Cooperative Education
Course Prefix & Number	CED 201
Course Title	Business Career Exploration: Self-Assessment, Discovery and Preparation
Description	Career choice decision-making in business, including examining and identifying business academic area(s) of interest through self-exploratory exercises, conducting research on business academic majors and related career paths, and undertaking basic career preparedness steps for internships and jobs in business fields
Pre/ Co Requisites	
Credits	1
Hours	1
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:

Many students view college education as a means of getting jobs and promotions. Yet, according to a study by Forage, “nearly half of college students don’t feel career-ready” (<https://www.theforage.com/blog/news/forage-career-readiness-survey>). This is particularly true of Lehman students, many of whom are first-generation students working their way through college, trying to balance coursework, work, and family obligations with little or no time for professional and career development. Creating an intentional awareness among our students of choices in academic majors that lead to different career paths, along with equipping them with career preparedness and readiness skills (like communication, analytical skills, teamwork, etc.), is becoming increasingly important.

Recognizing this, the School of Business has developed two sequential career-preparedness courses for our majors, which aim at requiring students to be intentional in making choices and decisions in selecting academic majors and career paths while also taking ownership of their career readiness preparation. These courses focus on the exploration and research of academic majors and their career paths in the field of business while also helping students acquire knowledge and skills to better prepare them for the pursuit of a professional career in areas of chosen studies.

In this first course, students will research and identify areas of interest in business studies along with an investigation of related career paths, and then take the necessary steps and preparations for establishing a professional plan and career, starting with seeking internships.

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

By the end of this course, students will be able to:

- Identify and outline personal strengths, interests, and professional values as they relate to career exploration and decision-making.
- Research and prepare a presentation of business academic areas of interest
- Discuss career goals and interests based on business academic areas of interest
- Research and make arguments for the career opportunities and paths as well as required competencies of the business academic areas of interest.
- Explain the role played by psychological, sociological and cultural factors in making academic major and related career decisions and choices
- Demonstrate presentation and communication skills through an elevator pitch
- Describe the broad requirements for career planning and success .
- Explain the relevance and importance of internship in academic major selection and for establishing career goals

5. Date of Departmental Approval: 3/19/2024

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

SCHOOL OF BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	School of Business
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	Cooperative Education
Course Prefix & Number	CED 301
Course Title	Business Career Goals, Networking and Strategies
Description	The importance and art of networking and building business connections, theories and best practices for interviewing, researching and identifying job search resources and strategies, and developing and applying a job search toolkit.
Pre/ Co Requisites	CED 201 or Departmental Permission
Credits	1
Hours	1
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:

Many students view college education as a means of getting jobs and promotions. Yet, according to a study by Forage, “nearly half of college students don’t feel career-ready” (<https://www.theforage.com/blog/news/forage-career-readiness-survey>). This is particularly true of Lehman students, many of whom are first-generation students working their way through college, trying to balance coursework, work, and family obligations with little or no time for professional and career development. Creating an intentional awareness among our students of choices in academic majors that lead to different career paths, along with equipping them with career preparedness and readiness skills (like communication, analytical skills, teamwork, etc.), is becoming increasingly important.

Recognizing this, the School of Business has developed two sequential career-preparedness courses for our majors, which aim to require students to be intentional in making choices and decisions in selecting academic majors and career paths while also taking ownership of their career readiness preparation. These courses focus on the exploration and research of academic majors and their career paths in business while also helping students acquire knowledge and skills to better prepare them for pursuing a professional career in areas of chosen studies.

In this second course, students will learn about the importance of networking and building business connections, as well as strategies and best practices in interviewing for business career opportunities, and development and implementation of a job-search tool kit.

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

By the end of this course, students will be able to:

- Articulate the relevance and importance of networking and building professional connections
- Research and explain the theory and strategies for networking
- Demonstrate communication skills through interviews
- Demonstrate technical writing skills by developing effective cover letters, report writing, and email campaigns.
- Create and evaluate a tool kit for the job search in Business-related areas
- Implement an employment search plan
- Research and identify appropriate job sites and postings that align with their Business-related career choice
- Explain Business-related career goals in written, oral, and/or visual formats (such as video presentations)

5. Date of Departmental Approval: 3/19/2024

Senate Meeting – Sep. 11, 2024
Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Speech Language and Hearing Sciences

- Change in course title and description: SPE 718

Finance Information Systems and Economics

- New course: MSB 714

Middle and High School Education

- New courses: ESC 505, 608, 728, 729, 758, 796
- Course Changes (Course Title/Course Description/ Pre-requisites): ESC 612, 727, 761, 763, 776, 797, 798
- Program changes:
 - Teaching English to Speakers of Other Languages, Advanced Certificate
 - Teaching English to Speakers of Other Languages, MSED
 - Teaching English to Speakers of Other Languages, MSED (non-cert)
 - Teaching English to Speakers of Other Languages MSED Alternative Transitional B Certification

Next meeting: **Oct 9, 2024, at 11 a.m.**

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

DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS

CURRICULUM CHANGE

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

2.

Department(s)	Finance, Information Systems, and Economics
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	Finance
Course Prefix & Number	MSB 714
Course Title	Analysis of Derivatives, Instruments and Markets
Description	Analysis of the structure, valuation and strategies used in derivatives markets
Pre/ Co Requisites	MSB 710
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:**

The course focuses on the structure, valuation and strategies used in derivatives markets with applications in the equities, foreign exchange and commodities markets. Specific attention is provided to the use of futures and forward contracts and option markets in hedging strategies. The course focuses mainly on problem solving and support graduate students in pursuing a career in financial analysis or professional designations in finance.

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

- Understand and identify the main properties of the different types of derivatives and the markets these trade in.
- Conduct valuation of the different types of derivatives.
- Construct effective investment strategies for different risk management scenarios using different types of derivatives.
- Conduct market analysis for trading environments of different derivatives.
- Recognize the associated risks with each type of derivative.

5. **Date of Departmental Approval:** 4/17/2024

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 505
Course Title	Introduction to Teaching English as an International Language
Description	Introduction to the theory and practice of teaching English as an international language in U.S. and global settings. Cross-cultural teaching and learning; selecting and creating curricula, establishing learning outcomes and routines; planning, delivering, and assessing instruction in speaking, listening, reading, and writing and content literacies; motivation, classroom management. Course includes fieldwork.
Pre/ Co Requisites	PREREQ: Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	____ Individual and Society ____ Scientific World
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3. Rationale:

This course was created for our revised MSED TESOL International /Adult program.

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

1.a, d: Candidates demonstrate knowledge of English language, structures, and functions and apply that knowledge to teach speaking, listening, reading, and writing across different genres and registers and for different purposes.

1.b., c: Candidates demonstrate basic knowledge of the development processes of language learning and apply that knowledge to planning and implementing instruction.

2.: Candidates understand the nature / role of culture in language development and begin to apply that to creating effective classroom learning environments.

3.a.: Candidates learn basic procedures for pre-assessing learners' cultural, academic, and personal backgrounds, then plan effective classroom instruction for them.

3.b.: Candidates begin to use a variety of effective teaching strategies and materials for developing and integrating English listening, speaking, reading, and writing.

3.c.: Candidates begin to implement a range of teaching strategies, structures, and models to support multilingual students in meeting both language and academic content learning objectives.

3.d.: Candidates use a range of materials and technologies to support effective ESOL teaching.

4.c.: Candidates choose, adapt, and use a variety of assessment tools to inform instruction.

5.b. Candidates apply knowledge of school, district, and governmental policies and legislation that impact the teaching of English as an international language.

5. Date of Departmental Approval: November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 608
Course Title	Teaching Internship Seminar in English as an International Language
Description	Analysis of challenges or practices in teaching English as an international language in U.S. and global contexts. Assigned in-school activities required.
Pre/ Co Requisites	PREREQ: Departmental Permission COREQ: ESC 796.
Credits	1
Hours	1
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:

This course was created for our revised MSED TESOL International /Adult program.

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

1.a, d: Candidates demonstrate knowledge of English language, structures, and functions and apply that knowledge to teach speaking, listening, reading, and writing across different genres and registers and for different purposes.

1.b., c: Candidates demonstrate knowledge of the development processes of language learning and apply that knowledge to planning and implementing instruction.

2.: Candidates understand the nature / role of culture in language development and apply that to classroom learning environments.

3.a.: Candidates learn to pre-assess learners' cultural, academic, and personal backgrounds, then plan effective classroom instruction for them.

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

3.c.: Candidates implement a range of teaching strategies, structures, and models to support multilingual students in meeting language and content learning objectives.

3.d.: Candidates use a range of materials and technologies to support effective ESOL teaching.

4.c.: Candidates choose, adapt, and use a variety of classroom-based assessment tools to inform instruction.

5c. Candidates practice self-assessment and reflection and self-improvement as a teacher; and they plan for continuous professional development.

5.d. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and/or supervising faculty.

5. Date of Departmental Approval: November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

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

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

3. **To:** Underline the changes

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

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

The MSED TESOL program has its own PreK-12 Student Teaching seminar, so the phrase “and TESOL” was removed from the ESC 612 course title. The wording in the course title was rearranged to mirror the title of the Internship Seminar, ESC 611. Also, a redundant phrase about language and literacies acquisition was deleted (it is understood that secondary teaching includes content, language, and literacies.) These changes will not affect learning outcomes.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 727
Course Title	Teaching English as a Second Language (pre-K to Grade 6)
Description	Methods and materials for developing academic language and content literacy skills for PreK-grade 6 English language learners. Role of family, home language, cultural and community orientation, and prior schooling; standards-based-curriculum development and assessment; use of relevant technology; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Course includes field experience.
Pre/ Co Requisites	PREREQ: Permission of TESOL adviser
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

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3. To:

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 727
Course Title	Teaching English as a <u>New Language</u> , Pre-K to Grade 6
Description	Methods and materials for teaching language, content, and literacy to PreK-grade 6 <u>bilingual/multilingual English learners</u> . Role of family, home language, <u>culture</u> , community, prior schooling. <u>Curriculum development; instructional strategies, assessments, and technologies</u> ; inclusion of students with <u>diverse language and literacy proficiencies</u> and students with disabilities. Includes field experience.
Pre/ Co Requisites	PREREQ: <u>Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Changes in course title and description align with current New York State terminology and better reflect learners’ linguistic and literacy repertoires. “Permission of TESOL advisor has been replaced by “Departmental permission” to better align with CUNYFirst. However, none of these changes affect the learning goal and objectives of the department and TESOL programs.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 728
Course Title	Teaching Speaking and Listening in English as an International Language
Description	Methods of teaching English speaking, listening comprehension, and communicative fluency in US and global contexts. Curriculum and materials development; teaching personal, professional, and academic registers; integrating learners' cultures, abilities, language levels; differentiated assessments. Course includes fieldwork.
Pre/ Co Requisites	PREREQ: Departmental permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	_____ Scientific World
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3. **Rationale:**

This course was created for our revised MSED TESOL International /Adult program.

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

TESOL 1.a.: Candidates effectively use research-based approaches to teaching speaking and listening comprehension in English for social, academic, and professional purposes.

1.b.: Candidates know, understand, and apply concepts of new language acquisition to their teaching and assessment of speaking and listening comprehension in English.

2.: Candidates understand the nature and role of culture in literacy development and use culturally sustaining teaching strategies.

3.a.: Candidates plan and organize classroom instruction effectively for multilevel learners from diverse backgrounds.

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

3.c.: Candidates implement a range of teaching strategies, structures, and models to support ESOL students in learning speaking, listening, and disciplinary content together.

3.d.: Candidates effectively use a range of materials, resources, and technologies.

4.c.: Candidates choose, adapt, and use a variety of classroom-based assessment tools to inform instruction of the spoken language.

5. **Date of Departmental Approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 729
Course Title	Teaching Reading and Writing in English as an International Language
Description	Methods of teaching reading and writing in different genres and registers to diverse learners of English as an International language. Curriculum and materials development; integration of different cultures and proficiency levels; differentiated assessments. Developmental writing processes; teacher, self, and peer feedback; critical and academic literacies. Course includes fieldwork.
Pre/ Co Requisites	PREREQ: Departmental permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	____ Scientific World
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3. Rationale:

This course was created for our revised MSED TESOL International /Adult program.

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

TESOL 1.a.: Candidates effectively use research-based approaches to teaching reading, and writing in English for social, academic, and professional purposes.

1.b.: Candidates know, understand, and apply concepts of new language acquisition to their teaching and assessment of literacy.

2.: Candidates understand the nature and role of culture in literacy development and use culturally sustaining teaching strategies.

3.a.: Candidates plan and organize classroom instruction effectively for multilevel learners from diverse backgrounds.

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

3.c.: Candidates implement a range of teaching strategies, structures, and models to support ESOL students in learning language and disciplinary content together.

3.d.: Candidates effectively use a range of materials, resources, and technologies.

4.c.: Candidates choose, adapt, and use a variety of classroom-based assessment tools to inform instruction.

5. Date of Departmental Approval: November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 758
Course Title	Workshop in Teaching English as an International Language: Selected Topics
Description	A workshop for teachers of English as an international language in U.S. and global settings. Developing curricula and instructional materials for specific settings. Fieldwork required (May be repeated 2 times for a maximum of 3 credits, with program coordinator's permission)
Pre/ Co Requisites	PREREQ: Departmental permission
Credits	1-3
Hours	1-3
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:

This course was created for our revised MSED TESOL International /Adult program.

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

1.a.: Candidates demonstrate an understanding of language and demonstrate a high level of competence in helping multilingual learners acquire and use English in listening, speaking, reading, and writing in particular teaching settings.

1.b.: Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of a new language.

2.: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature / role of culture in language development in particular teaching settings and for particular purposes.

3.a.: Candidates know, understand, and apply concepts, research, and best practices to plan and organize classroom instruction for particular teaching settings.

3.b.: Candidates know, understand, and use a variety of effective teaching strategies and materials for developing English listening, speaking, reading, and writing for different purposes.

3.c.: Candidates know, understand, and can implement a range of teaching strategies, structures, and models to support the learning of language and disciplinary content.

3.d.: Candidates are familiar with a wide range of materials, resources, and technologies and choose, adapt, and use them effectively in diverse ESOL contexts.

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

5.b.: Candidates understand the laws, regulations, and expectations of the particular teaching institution they are working in.

5. Date of Departmental Approval: November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 761
Course Title	Teaching English as a New Language, grades 5-12
Description	Methods, materials, and assessment for teaching English language and literacy to middle/ high school English learners/ bilingual learners. Curriculum development; relevant technology; current standards; lesson planning; instructional strategies; inclusion of students with disabilities. Course includes field experience.
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. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 761
Course Title	Teaching English as a New Language, grades 5-12
Description	Methods, materials, and assessment for teaching English language and literacy to middle/ high school English learners/ bilingual learners. Curriculum development; relevant technology; current standards; <u>critical perspectives on standardized assessments</u> ; lesson planning; instructional strategies; inclusion of students with disabilities. Includes field experience.
Pre/ Co Requisites	<u>PREREQ: Departmental Permission</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The proposed course description changes align better with new professional standards, and department permission is required of all TESOL/ bilingual graduate courses, but neither change will impact learning outcomes of the program.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** *Prerequisite*

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 763
Course Title	Teaching Secondary Bilingual Language Arts and Content Literacy
Description	Methods, materials, and assessment for teaching language arts and content literacy (e.g., mathematics, science, and social studies) to middle/ high school bilingual learners in the home language and in English. Application of second language acquisition principles; curriculum development; relevant technology; current standards; instructional strategies; inclusion of students with disabilities. Includes field experience
Pre/ Co Requisites	PREREQ: ESC 759 (or an equivalent).
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 763
Course Title	Teaching Secondary Bilingual Language Arts and Content Literacy
Description	Methods, materials, and assessment for teaching language arts and content literacy (e.g., mathematics, science, and social studies) to middle/ high school bilingual learners in the home language and in English. Application of second language acquisition principles; curriculum development; relevant technology; current standards; instructional strategies; inclusion of students with disabilities. Includes field experience.
Pre/ Co Requisites	<u>PREREQ: Departmental permission.</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
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 learning outcomes of the department and Major/Program):**

The course was revised, so the original prerequisite is no longer necessary. Departmental permission is required of all bilingual courses. These changes do not impact learning outcomes in the Department / program.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** *Course Title, Course Description, Pre-Requisite*

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 776
Course Title	Multiethnic and Multicultural Education
Description	Multiethnic and multicultural education, including history, goals, models, rationale, legal, and legislative basis. Current issues and research findings in multiethnic and multicultural education and major ethnic and subcultural groups in urban school settings will be studied.
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)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 776
Course Title	Multicultural/ <u>Multilingual</u> Education: <u>International Perspectives</u>
Description	<u>International perspectives on multicultural/ multilingual</u> education, including history, goals, models, rationale, language policy, legal and legislative considerations. Current issues; critical analysis of research findings <u>and their application to culturally sustaining pedagogies in diverse settings.</u>
Pre/ Co Requisites	<u>PREREQ: Departmental permission</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Proposed changes to the course title and description align with revised professional standards and connections between cultures and languages. Departmental permission is required of all TESOL and bilingual graduate courses. None of these changes impact the learning outcomes of the program and department.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 796
Course Title	Teaching Internship in English as an International Language
Description	Supervised teaching of English as an international language in U.S. and global contexts. Assigned in-school activities required.
Pre/ Co Requisites	PREREQ: Departmental Permission Co-requisite: ESC 608
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course was created for our revised MSED TESOL International /Adult program, which requires a separate practicum course that is not connected to ESOL PreK-12 certification.

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

1.a, d: Candidates demonstrate knowledge of English language, structures, and functions and apply that knowledge to teach speaking, listening, reading, and writing across different genres and registers and for different purposes.

1.b., c: Candidates demonstrate knowledge of the development processes of language learning and apply that knowledge to planning and implementing instruction.

2.: Candidates understand the nature / role of culture in language development and apply that to classroom learning environments.

3.a.: Candidates learn to pre-assess learners' cultural, academic, and personal backgrounds, then plan effective classroom instruction for them.

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

3.c.: Candidates implement a range of teaching strategies, structures, and models to support multilingual students in meeting language and content learning objectives.

3.d.: Candidates use a range of materials and technologies to support effective ESOL teaching.

4.c.: Candidates choose, adapt, and use a variety of classroom-based assessment tools to inform instruction.

5c. Candidates practice self-assessment and reflection and self-improvement as a teacher; and they plan for continuous professional development.

5.d. Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and/or supervising faculty.

5. Date of Departmental Approval: November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

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

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 797
Course Title	Teaching Internship in TESOL
Description	Supervised teaching in ESOL in elementary and secondary education settings or in adult education settings for in-service teachers. Assigned in-class activities required. Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; submission of ESOL GST scores; and permission from the Professional Development Coordinator.
Pre/ Co Requisites	COREQ: ESC 609.
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

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

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

Changes in the description clarify that the TESOL teaching internship is PreK-12 only since the non-certification/ adult teaching sequence now has its own practicum. Departmental permission is required of all TESOL and bilingual graduate courses. We deleted State exam scores as pre-requisites since they are only required for State certification. This is in line with the other MHSE teaching internship course.

Deleting the co-requisite of ESC 609 allows flexibility in supporting alternative certification candidates.

The Professional Development Office is now called the Office of Clinical Practice.

None of these changes affect learning outcomes.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** *Course Title, Course Description; Pre-Requisite; Credits, Hours*

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

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

3. **To:** Underline the changes

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 798
Course Title	Student Teaching in TESOL
Description	<u>Supervised student teaching in ESOL in elementary and secondary education settings for pre-service teachers. Assigned in-class activities required. (May be repeated once, with program coordinator's permission, for a maximum of 6 credits).</u> <u>(Note: this course requires completion of TESOL methods courses with a grade of B or better and an overall index of 3.0 or better</u> <u>Permission needed from the Department and the Office of Clinical Practice.</u>
Pre/ Co Requisites	PREREQ: Departmental permission
Credits	<u>3-6</u>
Hours	<u>3-6</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Changing ESC 798 to include variable credits / hours and the option of re-enrollment would allow us to supervise residency candidates over multiple semesters or others who desire or require additional mentoring. Departmental permission is required of all TESOL and bilingual graduate courses. These changes would not alter learning outcomes.

The word “seminar” in the course title was a copy-and-paste error from the last revision. ESC 798 is the supervision course; ESC 610 is the seminar.

Two other changes in the description clarify that TESOL student teaching is supervised and is PreK-12 only, since the non-certification sequence now has its own practicum course.

State examinations are only required for certification, so we are deleting an obsolete pre-requisite of exam scores, in line with the other MHSE student teaching course.

The Professional Development Office is now called the Office of Clinical Practice.

None of these changes affect learning outcomes.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of the Program and Degree Award: Teaching English to Speakers of Other Languages, Advanced Certificate

Hegis #: 1508.00

Program Code: 27026

Effective Term: Fall 2024

1. **Type of Change:** Addition of Distance Education Format; Admission Requirements, Degree Requirements, Change in Credits

2. **From:**
Teaching English to Speakers of Other Languages

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

Advanced Certificate Requirements: Admission Requirements

~~Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to TESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).~~

~~Certification~~

~~New York State teacher certification.~~

~~A master's degree appropriate for New York State professional certification.~~

~~Successful completion of minimum requirements in special education.~~

~~Recommendation, Essay & Interview~~

~~Two (2) letters of recommendation and a 500-word essay on career goals.~~

~~Participate in an interview, which requires producing a writing sample in English.~~

~~Additional Comments~~

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

~~The study of cultural perspectives of one or more ESL populations (at least 3 credits).~~

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

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

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

~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.~~

~~Advanced Certificate Requirements—Teaching English to Speakers of Other Languages~~

Type: Completion requirement

~~Earn at least 21 credits~~

~~Earn a minimum GPA of 3.0~~

Additional Comments:

~~Students must consult with an advisor in the TESOL program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a TESOL advisor. All students must complete the 21-credit curriculum below.~~

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

~~Advanced Certificate Requirements—Language Education~~

~~The 21-credit certificate curriculum consists of three instructional areas:~~

- ~~• Language Education (12): ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3).~~

~~Advanced Certificate Requirements—Methods, Materials, and Evaluation~~

- ~~• Methods, Materials, and Evaluation (6): ESC 727 (3) OR ESC 761 (3), and ESC 766 (3).~~

~~Advanced Certificate Requirements—Practicum~~

- ~~• Practicum (3): ESC 797 (2) and ESC 609 (1).~~

3. To:

Teaching English to Speakers of Other Languages

This 18- credit program is designed for New York State-certified teachers with a master's degree who seek additional certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12.

Candidates wishing to do so may complete the degree program entirely online by taking online courses only.

Advanced Certificate: TESOL - Admission Requirements

1. A bachelor's degree from an accredited college or university with a minimum overall index of 3.0, and a liberal arts and sciences major of at least 30 credits.
2. New York State teacher certification.
3. A master's degree appropriate for New York State professional certification.
4. Successful completion of at least three credits in special education (ESC 463, ESC 506 or equivalent).
5. Study of a language other than English (12 credits) or equivalent experience.
6. Study of cultural perspectives in education (ESC 769, ESC 776 or equivalent).
7. Two (2) letters of recommendation and a 500-word essay on career goals.
8. Participate in an interview, which requires producing a writing sample in English.
9. Meet additional Department, Lehman College School of Education, and New York State requirements, if any.

Advanced Certificate: TESOL - Completion and Certification Requirements

All students must complete the 18-credit Advanced Certificate: TESOL curriculum below.

In order to be recommended for ESOL certification, candidates must (a) graduate from the Advanced Certificate: TESOL program with a cumulative index of 3.0 or better; (b) pass the ESOL Content Specialty Test (CST); and (c) meet any additional New York State requirements.

Advanced Certificate: TESOL – Curriculum

Sequence 1: Hybrid/Campus Program

Advanced Certificate: TESOL - ESC 757 (3), ESC 760 (3), ESC 725 (3), ESC/EDE 727 (3) OR ESC 761 (3), ESC 766 (3), ESC 797 (2), ESC 609 (1) TOTAL: 18 crs.

Sequence 2: Online Program (Courses offered as asynchronous or synchronous)

Advanced Certificate: TESOL - ESC 757 (3), ESC 760 (3), ESC 725 (3), ESC/EDE 727 (3) OR ESC 761 (3), ESC 766 (3), ESC 797 (2), ESC 609 (1) TOTAL: 18 crs.

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

Distance Option: The addition of the distance education format will not affect learning objectives of the existing program since only the course delivery mode is changing. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

Admissions: There is no State credit requirement for cultural perspectives, so we deleted the mention of credits and updated the language. We included course options for candidates missing special education or cultural perspectives pre-requisites. We specified the timeline for “conditional” admissions to allow us to admit diverse candidates. We updated the older term “divisional” with “Lehman College School of Education” and deleted obsolete GRE and liberal arts/ sciences core requirements. None of these changes affect learning outcomes.

Curriculum: NYS Dept of Education does not require the foundations of bilingual education (ESC 759) for additional ESOL certification, so we are removing it from the curriculum. The 759 learning outcomes pertaining to ESOL will be addressed in other courses. This brings our program in line with comparable CUNY programs. We are including the EDE 727 course option, which was inadvertently left out of the last changes.

Minor edits and corrections in the graduate bulletin description were also made for accuracy, consistency and clarity. None of these change affect learning outcomes.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Teaching English to Speakers of Other Languages, MSED

Hegis Number: 1508.00

Program Code: 25784

Effective Term: Fall 2024

1. **Type of Change:** Addition of Distance Education Format; Admission Requirements; Change in Degree Requirements, Name of Registered Degree Program

2. **From:**
Teaching English to Speakers of Other Languages

~~This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to Speakers of Other Languages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements.~~

~~**Requirements – Admissions Requirements**~~**Type: Prerequisite**

~~**Earn a minimum GPA of 3.0**~~

- ~~1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).~~

~~Sequence 1~~

- ~~For Sequence 1, possess New York State teacher certification and meet minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in ESOL.~~

~~Sequence 4~~

- For ~~Sequence 4~~, meet with the advisor prior to applying for matriculation to determine eligibility. ~~Prior coursework~~ must be completed with a B or better.
- ~~Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.~~
- ~~Submit two (2) letters of recommendation and a 500-word essay on career goals.~~
- ~~Participate in an interview that requires producing a writing sample in English.~~
- ~~If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):~~
 - ~~Overall: Paper-based: 600; Computer-based: 250; Internet-based (IBT): 75, not counting the Speaking subscore.~~
 - ~~Writing subscore: Paper-based: 5.0; IBT: 24~~
 - ~~Speaking subscore: Paper-based: 50; IBT: 26~~
- ~~Satisfy appropriate voice, speech, and health standards.~~
- ~~Meet any additional department, Lehman College School of Education, or New York State requirements.~~
- ~~Meet any additional requirements for admission in the first three semesters of matriculation.~~

~~Masters Requirements — Master of Science in Education~~

~~Type: Completion requirement~~

~~Earn a minimum GPA of 3.0~~

~~Sequence 1~~

~~Earn at least 30 credits~~

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

~~Sequence 2~~

~~Earn at least 39 credits~~

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

~~Sequence 3~~

~~Earn at least 30 credits~~

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

~~Sequence 4~~

~~Earn at least 30 credits~~

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

~~Sequence 5~~

~~Earn at least 36 credits~~

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

~~Additional Comments:~~

~~**Additional Requirements for Initial and Professional Certification in TESOL and ESOL are as follows:**~~

~~In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must:~~

- ~~1. Complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better;~~
- ~~2. Pass the following New York State examinations: Educating All Students (EAS) (Sequences 2 and 3) Teacher Performance Assessment (edTPA), and ESOL CST (all candidates) (teachers already NYS-certified in another field only present passing scores on the ESOL CST); and~~
- ~~3. demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see adviser for more information.~~
- ~~4. In order to qualify for professional certification in ESOL, in addition to the master's degree (Sequences 1, 2, 4 or 5), teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves Pre-K-grade 12, and must meet any additional New York State requirements.~~

~~Masters Requirements – Sequence 1~~

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

~~Fulfill ALL of the following requirements:~~

~~Language Education~~

~~Complete ALL of the following Courses:~~

- ~~• ESC 757 - Linguistics for ESOL/Bilingual Teachers~~
- ~~• ESC 725 - Teaching English Grammar/Cultural Perspectives~~

- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 760 - Second-Language Learning and Teaching

Cultural Perspectives

Complete ALL of the following Courses:

- ESC 769 – Latinos in US Schools
- ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.

Methods, Materials, and Evaluation

Complete ALL of the following Courses:

- ESC 761 - Teaching English as a New Language, grades 5-12
- ESC/ EDE 727 - Teaching English as a New Language, Pre-K to Grade 6
- ESC 766 - Teaching English as a New Language through the Content Areas

Practicum

Complete ALL of the following Courses:

- ESC 797 – Teaching Internship in TESOL
- ESC 609 – Teaching Internship Seminar in TESOL

Master's Project

Complete ALL of the following Courses:

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

ESC 708 Culminates in an approved curriculum project.

Additional Comments:

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

Masters Requirements – Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Foundations

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

Complete ALL of the following Courses:

- ESC 757 - Linguistics for ESOL/Bilingual Teachers

- ~~ESC 725 - Teaching English Grammar Cultural Perspectives~~
- ~~ESC 759 - Foundations of Bilingual/Bicultural Education~~
- ~~ESC 760 - Second Language Learning and Teaching~~

~~Cultural Perspectives~~

~~Complete ALL of the following Courses:~~

- ~~ESC 769 – Latinos in US Schools~~
- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

~~Methods, Materials, and Evaluation~~

~~Complete ALL of the following Courses:~~

- ~~ESC 761 - Teaching English as a New Language, grades 5-12~~
- ~~ESC/ EDE 727 - Teaching English as a New Language, Pre-K to Grade 6~~
- ~~ESC 766 - Teaching English as a New Language through the Content Areas~~

~~Practicum~~

~~Fulfill ANY of the following requirements:~~

~~Complete ALL of the following Courses:~~

- ~~ESC 797 Teaching Internship in TESOL~~
- ~~ESC 609 Teaching Internship Seminar in TESOL~~

~~Complete ALL of the following Courses:~~

- ~~ESC 798 TESOL Student Teaching~~
- ~~ESC 610 TESOL Student Teaching Seminar~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

Additional Comments:

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

Masters Requirements – Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Foundations

- ~~ESC 501~~ Psychological Foundations of Education
- ~~ESC 502~~ Historical Foundations of Education: A Multicultural Perspective

Complete ALL of the following Courses:

- ~~ESC 757~~ Linguistics for ESOL/Bilingual Teachers
- ESC 725 - Teaching English Grammar Cultural Perspectives
- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 760 - Second Language Learning and Teaching

Cultural Perspectives

Complete ALL of the following Courses:

- ESC 769 – Latines in US Schools
- ~~ESC 769~~: Or another course in cultural perspectives selected in consultation with the adviser.

Methods, Materials, and Evaluation

Complete ALL of the following Courses:

- ESC 761 - Teaching English as a New Language, grades 5-12
- ESC 766 - Teaching English as a New Language through the Content Areas

Practicum

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ~~ESC 797~~ Teaching Internship in TESOL
- ~~ESC 609~~ Teaching Internship Seminar in TESOL

Complete ALL of the following Courses:

- ESC 798 TESOL Student Teaching
- ESC 610 TESOL Student Teaching Seminar

Master's Project

Complete ALL of the following Courses:

- ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.
- ESC 708 Culminates in an approved curriculum project.

Additional Comments:

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

Masters Requirements ~~Sequence 4~~

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- ~~ESC 725 - Teaching English Grammar Cultural Perspectives~~
- ~~ESC 759 - Foundations of Bilingual/Bicultural Education~~
- ~~ESC 760 - Second Language Learning and Teaching~~

Cultural Perspectives

Complete ALL of the following Courses:

- ~~ESC 769 - Latinos in US Schools~~
- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

Methods, Materials, and Evaluation

Complete ALL of the following Courses:

- ~~ESC 761 - Teaching English as a New Language, grades 5-12~~
- ~~ESC/ EDE 727 - Teaching English as a New Language, Pre-K to Grade 6~~
- ~~ESC 766 - Teaching English as a New Language through the Content Areas~~

Practicum

Complete ALL of the following Courses:

- ~~ESC 798 - TESOL Student Teaching~~
- ~~ESC 610 - TESOL Student Teaching Seminar~~

Master's Project

Complete ALL of the following Courses:

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

Additional Comments:

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

Masters Requirements — Sequence 5

Type: Completion requirement

Fulfill ALL of the following requirements:

Foundations

- ~~ESC 501 - Psychological Foundations of Education~~
- ~~ESC 506 - Special Needs Education in TESOL and Secondary Settings~~

Complete ALL of the following Courses:

- ~~ESC 757 - Linguistics for ESOL/Bilingual Teachers~~
- ~~ESC 725 - Teaching English Grammar Cultural Perspectives~~

- ~~ESC 759 – Foundations of Bilingual/Bicultural Education~~
- ~~ESC 760 – Second-Language Learning and Teaching~~

~~Cultural Perspectives~~

~~Complete ALL of the following Courses:~~

- ~~ESC 769 – Latinos in US Schools~~
- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

~~Methods, Materials, and Evaluation~~

~~Complete ALL of the following Courses:~~

- ~~ESC 761 – Teaching English as a New Language, grades 5-12~~
- ~~ESC 727 – Teaching English as a New Language, Pre-K to Grade 6~~
- ~~ESC 766 – Teaching English as a New Language through the Content Areas~~

~~Practicum~~

~~Complete ALL of the following Courses:~~

- ~~ESC 797 – Teaching Internship in TESOL~~
- ~~ESC 609 – Teaching Internship Seminar in TESOL~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

Additional Comments:

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

3. To:

Teaching English to Speakers of Other Languages PreK-12

This program is designed for candidates seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL) PreK-12. Graduates who meet additional requirements are eligible to apply for New York State ESOL PreK-12 certification.

Candidates wishing to do so may complete the degree program entirely online by taking online courses only.

TESOL MSED PreK-12: Admission Requirements

All Sequences:

- A bachelor's degree from an accredited college or university with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits.
- Study of a language other than English (12 credits) or equivalent experience.
- Two (2) letters of recommendation and a 500-word essay on career goals.
- Participate in an interview that requires producing a writing sample in English.
- If the undergraduate degree was earned in a language other than English, submit either TOEFL or IELTS scores (minimum): TOEFL IBT overall: 80 (Writing: 20; Speaking 20). IELTS overall: 6.5; Writing: 6; Speaking: 6
- Meet additional Department, Lehman College School of Education, and New York State requirements, if any.
- If conditionally admitted, meet conditions starting in the first semester and finishing in no more than three consecutive semesters.

Sequences 1 and 3 have following additional admission requirements:

- For Sequence 1, hold New York State teacher certification and have met minimum requirements in special education (ESC 463, ESC 506, or the equivalent).
- For Sequence 3, meet with the advisor prior to applying for matriculation to determine eligibility. All pre-requisites must have been completed with a B or better.

TESOL MSED PreK-12: Completion and Certification Requirements (all sequences)

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) PreK-12, candidates must:

1. Complete the master's degree (Sequences 1, 2, or 3) with a cumulative index of 3.0 or better;
2. Complete ESC 797 and 609 or ESC 798 and ESC 610 with a B or better.
3. Pass the Educating All Students (EAS) examination (Sequences 2-3 only) and the ESOL CST (all Sequences).
4. Complete required teacher workshops and any other New York State requirements.
5. On their TEACH account, submit an application for initial ESOL P-12 through the Approved Teacher Preparation Program pathway and receive the Lehman College recommendation.
6. To qualify for professional certification in ESOL P-12, graduates must successfully complete one year of mentored, full-time English as a New Language (ENL) teaching and two additional years of full-time ENL teaching in a public or private school P-12 and must meet any additional New York State requirements.

TESOL-MSED P-12: CurriculumHybrid/Campus

Sequence 1 (30 crs): ESC 757, ESC 725, ESC 759, ESC 760, ESC 769, ESC/ EDE 727, ESC 761, ESC 766, ESC 797, ESC 609, and ESC 708.

Sequence 2 (42 crs): ESC 501, ESC 502, ESC 506, ESC 757, ESC 725, ESC 759, ESC 760, ESC 769, ESC/ EDE 727, ESC 761, ESC 766, ESC 798, ESC 610, and ESC 708.

Sequence 3 (30 crs): ESC 725, ESC 759, ESC 760, ESC 769, ESC/ EDE 727, ESC 761, ESC 766, ESC 798, ESC 610, and ESC 708.

Sequence 4: Online Option (an add-on sequence that permits MSED P-12 candidates to complete Sequences 1-3 courses as asynchronous or video synchronous)

Additional Comments

1. ESC 797 and ESC 798 require a pre-application the semester prior to enrollment.
2. In place of ESC 769, candidates may substitute another course in cultural perspectives selected in consultation with the TESOL advisor.
3. ESC 708 culminates in an approved master's project.

4. Rationale:

Change in Program Title: We are adding PreK-12 to this MSED TESOL program title to better distinguish it from our non-certification MSED TESOL.

Correction of Bulletin/Change in Degree Requirements: When “Sequence 3” (Non-certification, 25783) and “Sequence 5 (Transitional B, 25782) were approved in 2007, they were incorrectly listed in the paper bulletin as sequences of the MSED TESOL PreK-12. Since they have their own State program codes, we are moving them from the MSED TESOL P-12 and listing them separately to align with the State registry. The former Sequence 4 becomes Sequence 3 in the revised MSED TESOL PreK-12 program.

Distance Option:

For the revised MSED (Sequences 1-3), we are requesting a distance option. Adding a distance education format will not affect learning objectives of the existing program since only the course delivery mode is changing. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

Admission Requirements: We simplified wording, and, for international applicants, we revised minimum TOEFL test scores to align with comparable programs, deleted references to the obsolete “computer based” TOEFL and the rarely used Paper-Based TOEFL, and added IETLS scores as an option. We eliminated the timeline for “conditional” admissions to give us greater flexibility, and we deleted an obsolete requirement about voice, speech, and health standards.

Certificate Requirements: We clarified requirements about the certification process, exams, workshops, and minimum grades in the practicum to better inform candidates, and we deleted the obsolete liberal arts/ sciences core requirement for ESOL.

Minor edits and corrections in the graduate bulletin description were made for accuracy, consistency and clarity. Additional comments about shared courses are now listed after the curriculum.

ESC 708 culminates in an approved master's project that may involve not only curriculum, but also assessment and materials.

None of these changes affect learning outcomes for this department or program.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Teaching English to Speakers of Other Languages, MSED

Hegis Number: 1508.00

Program Code: 25783 (non-cert)

Effective Term: Fall 2024

1. **Type of Change:** Addition of Distance Education Format; Admission Requirements; Change in Degree Requirements; Name of Registered Degree or Certificate Program.

2. **From:**

TESOL-MSED - Teaching English to Speakers of Other Languages

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

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

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

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

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

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

Major Requirements: Admission Requirements**Type:** Completion requirement

- 1. Possess a bachelor's degree (or its equivalent) with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits from an accredited college or university. In order to be recommended by Lehman College for ESOL certification, candidates must have successfully completed a liberal arts and sciences core specific to ESOL teachers (see "Additional Requirements for Initial and Professional Certification in ESOL" below).
- 2. For Sequence 1, possess New York State teacher certification and meet minimum requirements in special education. For Sequence 5, hold a valid New York State Transitional B certificate in ESOL.
- 3. Submit Graduate Record Examination (GRE) scores revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. Note: An applicant whose GRE score is lower than 1 standard deviation below the 50th percentile may be admitted to a program with the following stipulation: The candidate and advisor will prepare a retention plan to support the candidate in further developing the skills needed to meet the 50th percentile or better on a nationally normed basic skills test approved by the School of Education.
- 4. For Sequence 4, meet with the advisor prior to applying for matriculation to determine eligibility. Prior coursework must be completed with a B or better.
- 5. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
- 6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
- 7. Participate in an interview that requires producing a writing sample in English.
- 8. If the undergraduate degree was earned in a language other than English, submit TOEFL scores (minimum):
 - Overall: Paper-based: 600; Computer-based: 250; Internet-based (IBT): 75, not counting the Speaking subscore.
 - Writing subscore: Paper-based: 5.0; IBT: 24
 - Speaking subscore: Paper-based: 50; IBT: 26
- 9. Satisfy appropriate voice, speech, and health standards.
- 10. Meet any additional department, Lehman College School of Education, or New York State requirements.
- 11. Meet any additional requirements for admission in the first three semesters of matriculation.

Masters Requirements – Curriculum: Sequence 4**Type:** Completion requirement

Fulfill ALL of the following requirements:

Language Education

Complete ALL of the following Courses:

- ESC 757 - Linguistics for ESOL/Bilingual Teachers

- ~~ESC 725 - Teaching English Grammar/Cultural Perspectives~~
- ~~ESC 759 - Foundations of Bilingual/Bicultural Education~~
- ~~ESC 760 - Second Language Learning and Teaching~~

~~Cultural Perspectives~~

~~Complete ALL of the following Courses:~~

- ~~ESC 769 - Latinos in US Schools~~
- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

~~Methods, Materials, and Evaluation~~

~~Complete ALL of the following Courses:~~

- ~~ESC 761 - Teaching English as a New Language, grades 5-12~~
- ~~ESC/ EDE 727 - Teaching English as a New Language, Pre-K to Grade 6~~
- ~~ESC 766 - Teaching English as a New Language through the Content Areas~~

~~Practicum~~

~~Complete ALL of the following Courses:~~

- ~~ESC 797 - Teaching Internship in TESOL~~
- ~~ESC 609 - Teaching Internship Seminar in TESOL~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

Additional Comments:

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

~~Masters Requirements—Curriculum: Sequence 2~~

Type: ~~Completion requirement~~

~~Fulfill ALL of the following requirements:~~

~~Foundations~~

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

~~Complete ALL of the following Courses:~~

- ~~ESC 757 - Linguistics for ESOL/Bilingual Teachers~~
- ~~ESC 725 - Teaching English Grammar Cultural Perspectives~~
- ~~ESC 759 - Foundations of Bilingual/Bicultural Education~~
- ~~ESC 760 - Second-Language Learning and Teaching~~

~~Cultural Perspectives~~

~~Complete ALL of the following Courses:~~

- ~~ESC 769 - Latinos in US Schools~~
- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

~~Methods, Materials, and Evaluation~~

~~Complete ALL of the following Courses:~~

- ~~ESC 761 - Teaching English as a New Language, grades 5-12~~
- ~~ESC/ EDE 727 - Teaching English as a New Language, Pre-K to Grade 6~~
- ~~ESC 766 - Teaching English as a New Language through the Content Areas~~

~~Practicum~~

~~Fulfill ANY of the following requirements:~~

~~Complete ALL of the following Courses:~~

- ~~ESC 797 - Teaching Internship in TESOL~~
- ~~ESC 609 - Teaching Internship Seminar in TESOL~~

~~Complete ALL of the following Courses:~~

- ~~ESC 798 - TESOL Student Teaching~~
- ~~ESC 610 - TESOL Student Teaching Seminar~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

Additional Comments:

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

~~Masters Requirements - Curriculum: Sequence 3~~

Type: ~~Completion requirement~~

~~Fulfill ALL of the following requirements:~~

Foundations

- ~~ESC 501 — Psychological Foundations of Education~~
- ~~ESC 502 — Historical Foundations of Education: A Multicultural Perspective~~

Complete ALL of the following Courses:

- ~~ESC 757 — Linguistics for ESOL/Bilingual Teachers~~
- ~~ESC 725 — Teaching English Grammar Cultural Perspectives~~
- ~~ESC 759 — Foundations of Bilingual/Bicultural Education~~
- ~~ESC 760 — Second Language Learning and Teaching~~

Cultural Perspectives

Complete ALL of the following Courses:

- ~~ESC 769 — Latinos in US Schools~~
- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

Methods, Materials, and Evaluation

Complete ALL of the following Courses:

- ~~ESC 761 — Teaching English as a New Language, grades 5-12~~
- ~~ESC 766 — Teaching English as a New Language through the Content Areas~~

Practicum

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:

- ~~ESC 797 — Teaching Internship in TESOL~~
- ~~ESC 609 — Teaching Internship Seminar in TESOL~~

Complete ALL of the following Courses:

- ~~ESC 798 — TESOL Student Teaching~~
- ~~ESC 610 — TESOL Student Teaching Seminar~~

Master's Project

Complete ALL of the following Courses:

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

Additional Comments:

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

~~Masters Requirements — Curriculum: Sequence 4~~

Type: Completion requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- ~~ESC 725 – Teaching English Grammar Cultural Perspectives~~
- ~~ESC 759 – Foundations of Bilingual/Bicultural Education~~
- ~~ESC 760 – Second Language Learning and Teaching~~

Cultural Perspectives

Complete ALL of the following Courses:

- ~~ESC 769 – Latinos in US Schools~~
- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

Methods, Materials, and Evaluation

Complete ALL of the following Courses:

- ~~ESC 761 – Teaching English as a New Language, grades 5-12~~
- ~~ESC/ EDE 727 – Teaching English as a New Language, Pre-K to Grade 6~~
- ~~ESC 766 – Teaching English as a New Language through the Content Areas~~

Practicum

Complete ALL of the following Courses:

- ~~ESC 798 – TESOL Student Teaching~~
- ~~ESC 610 – TESOL Student Teaching Seminar~~

Master's Project

Complete ALL of the following Courses:

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

Additional Comments:

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

Type: Completion requirement

Additional Requirements for Initial and Professional Certification in TESOL and ESOL are as follows:

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, students must:

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

~~(b) present passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST (teachers already NYS-certified in another field only present passing scores on the ESOL CST); and~~

~~(c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see adviser for more information.~~

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

3. To:

MSED in Teaching English to Speakers of Other Languages: International/ Adult (non-certification)

This 30-credit master's degree in Teaching English to Speakers of Other Languages (TESOL) is designed for candidates seeking to work in international or U.S. adult teaching settings that do not require ESOL PreK-12 certification. This master's degree does not prepare candidates for New York State ESOL PreK-12 certification.

Candidates wishing to do so may complete the degree program entirely online by taking online courses only.

MSED TESOL - International/ Adult (non-cert.): Admission Requirements

- A bachelor's degree from an accredited college or university with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits.
- Study of a language other than English (12 credits) or equivalent experience.
- Two (2) letters of recommendation and a 500-word essay on career goals.
- Participate in an interview that requires producing a writing sample in English.
- If the undergraduate degree was earned in a language other than English, submit either TOEFL or IELTS scores (minimum): TOEFL IBT 72; Writing: IBT: 19; Speaking: IBT: 20; IELTS scores: overall 6.0; sub-scores 5.5 or higher
- Meet additional Department, Lehman College School of Education, and New York State requirements, if any.

MSED TESOL - International/ Adult (non-cert.): Completion Requirement

Candidates must complete the MSED TESOL (International/ Adult) with a cumulative index of 3.0 or better.

MSED TESOL - International/ Adult (non-cert.): Curriculum

Sequence 1: Hybrid/Campus Program

M.S.Ed. TESOL International/ Adult: ESC 757 (3), ESC 760 (3), ESC 725 (3), ESC 776 (3), ESC 505 (3), ESC 728 (3), ESC 729 (3), ESC 758 (3), ESC 796 (2), ESC 608 (1), ESC 708 (3) TOTAL: 30 crs.

Sequence 2: Online Program (Courses offered as asynchronous or video synchronous)
M.S.Ed. TESOL International/ Adult: ESC 757 (3), ESC 760 (3), ESC 725 (3), ESC 776 (3), ESC 505 (3), ESC 728 (3), ESC 729 (3), ESC 758 (3), ESC 796 (2), ESC 608 (1), ESC 708 (3) TOTAL: 30 crs.

Additional Comments

ESC 708 culminates in an approved master's project.

4. **Rationale:**

Name of Registered Degree or Certificate Program: We are adding “International/ Adult (non-cert)” the title of this MSED TESOL to include teachers in international contexts and to better distinguish it from our MSED TESOL PreK-12.

Addition of Distance Education Format:

We are requesting a distance option to recruit international candidates and others outside the metropolitan area. The addition of the distance education format for the MSED TESOL International/ Adult (non-certification) will not affect learning objectives since course delivery mode is the only change. The distance learning format will allow candidates to complete the program by taking all courses online. The department will offer at least one section of each course online.

Admission Requirements: We deleted the obsolete liberal arts/ sciences core and “voice, speech, and health” requirements. For international applicants, we adjusted minimum TOEFL scores to align with comparable programs, deleted the old “computer based” TOEFL and the rarely used Paper-Based TOEFL, and added the option of the IETLS examination. We eliminated the timeline for “conditional” admissions to give us greater flexibility.

Certificate Requirements have been deleted since this program does not lead to NYS ESOL P-12 certification.

Change in Degree Requirements:

We replaced PreK-12 foundations and methods classes (ESC 501, 502, 727, 761, 766) with classes about teaching adult or international learners (ESC 505, 728, 729, 758), and we replaced Latinx-specific ESC 769 with a global multicultural perspectives course, ESC 776. We reduced the total credits to 30 by eliminating the 6-credit student teaching option (required for ESOL P-12 but not necessary for teachers working in international/ adult settings). Thus, this program’s candidates will only complete the 3-credit internship / seminar (ESC 796 / 608).

ESC 708 culminates in an approved master’s project that may involve not only curriculum, but also assessment and materials.

Minor edits and corrections in the graduate bulletin description were made for accuracy, consistency and clarity.

None of these changes will affect learning outcomes for this department or program.

5. **Date of departmental approval:** November 9, 2023

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Teaching English to Speakers of Other Languages MSED Alternative Transitional B Certification

Hegis Number: 1508.00

Program Code: 25782

Effective Term: Fall 2024

1. **Type of Change:** Addition of Distance Education Format; Admission Requirements; Degree Requirements

2. **From:**
TESL-MSED - Teaching English to Speakers of Other Languages Alternative Transitional B Certification

~~This program is designed for students seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL). It can also provide initial New York State certification in English to Speakers of Other Languages (ESOL) for teachers (Pre-K-Grade 12), or additional ESOL certification for those already certified. Holders of this master's degree can obtain professional certification in ESOL upon completion of additional requirements.~~

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

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

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

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

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

~~Major Requirements: Admission Requirements~~

Type: Prerequisite

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

Major Requirements—Curriculum: Sequence 5 (36 credits)**Type:** Completion requirement

Fulfill ALL of the following requirements:

Foundations

- ESC 501 Psychological Foundations of Education
- ESC 506 Special Needs Education in TESOL and Secondary Settings

Complete ALL of the following Courses:

- ESC 757 - Linguistics for ESOL/Bilingual Teachers
- ESC 725 - Teaching English Grammar Cultural Perspectives
- ESC 759 - Foundations of Bilingual/Bicultural Education
- ESC 760 - Second Language Learning and Teaching

Cultural Perspectives

Complete ALL of the following Courses:

- ESC 769 —Latinos in US Schools

- ~~ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.~~

~~Methods, Materials, and Evaluation~~

~~Complete ALL of the following Courses:~~

- ~~ESC 761 - Teaching English as a New Language, grades 5-12~~
- ~~ESC 727 - Teaching English as a New Language, Pre-K to Grade 6~~
- ~~ESC 766 - Teaching English as a New Language through the Content Areas~~

~~Practicum~~

~~Complete ALL of the following Courses:~~

- ~~ESC 797 – Teaching Internship in TESOL~~
- ~~ESC 609 – Teaching Internship Seminar in TESOL~~

~~Master's Project~~

~~Complete ALL of the following Courses:~~

- ~~ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas.~~
- ~~ESC 708 Culminates in an approved curriculum project.~~

~~Major Requirements: Additional Requirements~~

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

~~Additional Requirements for Initial and Professional Certification in TESOL and ESOL are as follows:~~

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) Pre-K-grade 12, ~~students~~ must:

- ~~(a) complete the master's degree (Sequences 1, 2, 4 or 5) with a cumulative index of 3.0 or better;~~
- ~~(b) present passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and ESOL CST (teachers already NYS-certified in another field only present passing scores on the ESOL CST); and~~
- ~~(c) demonstrate successful completion of a liberal arts and sciences core specific to ESOL teachers. Please see adviser for more information.~~

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

3. To:

TESL-MSED-Teaching English to Speakers of Other Languages (Alt. Cert./Trans B)

This 36-credit program is designed for Transitional B or other alternative certification candidates seeking a master's degree in Teaching English to Speakers of Other Languages (TESOL) PreK-12. Graduates who meet additional requirements are eligible for the New York State ESOL P-12 initial certification.

Candidates wishing to do so may complete the degree program entirely online by taking online courses only.

TESOL MSED Alt Cert/ Trans B: Admission Requirements

1. A bachelor's degree from an accredited college or university with an overall index of 3.0 or better, and a liberal arts and sciences major of at least 30 credits.
2. Hold a valid New York State Transitional B or other alternative teaching certificate in ESOL.
3. Study of a language other than English (12 credits) or equivalent experience.
4. Two (2) letters of recommendation and a 500-word essay on career goals.
5. Participate in an interview that requires producing a writing sample in English.
6. If the undergraduate degree was earned in a language other than English, submit either TOEFL or IELTS scores (minimum): TOEFL IBT overall: 80 (Writing: 20; Speaking 18). IELTS overall: 6.5; Writing: 6; Speaking: 6
7. Meet additional Department, Lehman College School of Education, and New York State requirements, if any.

TESOL MSED Alt Cert/ Trans B: Completion and Certification Requirements

In order to be recommended for initial certification in English to Speakers of Other Languages (ESOL) P-12, candidates must:

1. Complete the master's degree-with a cumulative index of 3.0 or better
2. Complete ESC 797 and 609 with a B or better
3. Pass the Educating All Students (EAS) Test and the ESOL Content Specialty Test.
4. Complete all required teacher workshops and any other New York State requirements.
5. On their TEACH account, submit an application for initial ESOL P-12 through the Approved Teacher Preparation Program pathway and receive the Lehman College recommendation.
6. To qualify for professional certification in ESOL, graduates must successfully complete one year of mentored, full-time English as a New Language (ENL) teaching and two additional years of full-time ENL teaching in a public or private school P-12 and must meet any additional New York State requirements.

TESOL MSED Alt Cert/ Trans B: Curriculum

Sequence 1: Hybrid/ Campus Program

M.S.Ed.TESOL Alt Cert/ Trans B: ESC 501 (3), ESC 506 (3), ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3), ESC 769 (3), ESC/EDE 727 (3), ESC 761 (3), ESC 766 (3), ESC 797 (2), ESC 609 (1), ESC 708 (3) TOTAL: 36 crs.

Sequence 2: Online Program (Courses offered as asynchronous or video synchronous)

M.S.Ed.TESOL Alt Cert/ Trans B: ESC 501 (3), ESC 506 (3), ESC 757 (3), ESC 759 (3), ESC 760 (3), ESC 725 (3), ESC 769 (3), ESC/EDE 727 (3), ESC 761 (3), ESC 766 (3), ESC 797 (2), ESC 609 (1), ESC 708 (3) TOTAL: 36 crs.

Additional Comments

1. ESC 797 and ESC 798 require a pre-application the semester prior to enrollment.
2. In place of ESC 769, candidates may substitute another course in cultural perspectives selected in consultation with the TESOL advisor.
3. ESC 708 culminates in an approved master's project.

4. Rationale:

Distance Option: We are requesting a distance option for the MSED TESOL Alt. Cert/ Trans B. Adding a distance education format will not affect learning objectives of the existing program since only the course delivery mode is changing. The distance learning format will allow students to complete the program by taking all courses online. The department will offer at least one section of each course online.

Admission Requirements: We simplified wording and deleted reference to sequences in the MSED to which this program was erroneously attached in the catalog. For international applicants, we revised minimum TOEFL test scores to align with comparable programs, deleted references to the obsolete "computer based" TOEFL and the rarely used Paper-Based TOEFL, and added IETLS scores as an option. We eliminated the timeline for "conditional" admissions to give us greater flexibility and deleted an obsolete requirement about voice, speech and health standards.

We included the EDE 727 course option that had been inadvertently left out of the previous bulletin description.

Certificate Requirements: We deleted the obsolete EdTPA and liberal arts/ sciences core requirements and clarified expectations about the certification process, exams, workshops, and minimum grades in the teaching internship to better inform candidates.

Minor edits and corrections in the graduate bulletin description were made for accuracy, consistency and clarity. Additional comments about shared courses are now listed after the curriculum.

None of these changes affect learning outcomes for this department or program.

5. Date of departmental approval: November 9, 2023

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 718
Course Title	Phonology and Articulation
Description	The normal aspects of articulation and phonology, the factors associated with articulatory and phonological disorders, and the assessment and treatment of articulation and phonological disorders across the life span.
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. **To:** Underline the changes

Department(s)	Speech Language Hearing Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Pathology
Course Prefix & Number	SPE 718
Course Title	<u>Speech Sound Disorders in Children</u>
Description	<u>Assessment and treatment of speech sound disorders in children.</u>
Pre/ Co Requisites	<u>N/A</u>
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Course name and description have been changed to reflect current terminology and course content.

5. **Date of departmental approval:** 4/01/24

Good afternoon esteemed members of the College Senate. I hope all is well and that the semester is off to a great start. My apologies for not attending in person to deliver this report. I have an SGA Executive Board Meeting that conflict with the senate meeting but thank you so much Senator Davila for delivering this message on our behalf. As the Student Government President, it is my honor to present this report. In SGA, our mission is to foster a thriving academic and social environment where every student feels valued and empowered. Below is a brief highlight of the initiatives we have planned for the Semester:

Academic Initiatives:

1. Breakfast Social with Professors- this will encourage faculty-student interaction and provides mentorship opportunities. This will be in the East Dining hall on 9/24/24 from 11:45 am- 1:45 pm. We hope to see you all there!
2. Pre-Health Journey from Growing Up in Harlem to an NYU Neurosurgery Residency Program MD/PhD Doctor- this will educate and inspire all Black and Brown students interested in medicine.
3. First Aid/CPR Skills -Great skills for students to learn. Will be in the East Dining hall on 11/14/24 from 2:30 pm-4:00 pm.

Campus life and Student Well-being:

1. Weeks of Welcome: In collaboration with the Office of Campus Life, we participated in the New Student Orientation, Ice Cream Social, Resource Fairs and Karaoke on the Quad. We have welcomed over 1000 new members to the Lehman community!
2. SGA Special Elections: We have a few vacant seats we want to fill. The last day to submit Intention forms is **Friday, September 13th**. **Please encourage your students to apply to be candidates for student government. Voting will happen at Club Central (clubs.lehman.edu)- September 17th 18th and 19th** The Office of Campus Life will host an information session via zoom on Friday, September 13th at 3:00pm. More information can be found at **-clubs.lehman.edu**
3. Club Fair: In collaboration with the Office of Campus Life will host a Club Fair with over 60 clubs and organizations in the Quad on September 25th from 3:00pm-5:00pm. Please come to meet new clubs and engage in student life!

Diversity and Inclusion:

1. Wudu Station in Bathrooms-based on student feedbacks we learned this is a need for the large Muslim student population on campus.
2. International Day of Thanks Event- Will Collaborate with the clubs that have a Cultural component to it and the IPCE Office. This will be in the East Dining Hall on 11/21/24 from 4pm-6:30pm.

Food Options and Affordability:

1. Halal, Kosher, and Vegan Food-Initiatives we are working on with VP Rotolo to bring to our cafeterias.
2. Ramen and Boba Tea Vending Machines- Other initiatives we are working on with VP Rotolo and B&G to bring to our cafeterias.

In conclusion, I would like to express my gratitude to the College Senate for your continued support and collaboration. Together, we can create a vibrant, inclusive, and supportive campus that nurtures the academic and personal growth of every student.



Library Technology and Telecommunications Committee Meeting Minutes

Next Meeting October 1, 2024

Location: ZOOM

Library

- Library welcomes College community to a productive Fall semester. Please avail yourself of our wide range of services.
- **Know Your Library:** Library is pleased to offer in-person 20-30 minute tours. Participants will get an overview of Library services, resources, and spaces. Visit Library website to register. For faculty, please reserve Library Instruction sessions on our website.
- Library is pleased to offer series of five workshops throughout Fall semester geared for students to achieve academic success: *Discover Your Library; Beyond Google: An Introduction to Academic Databases; Beyond OneSearch: Advanced Search; Enhancing Your Academic Toolkit with Chat GPT; and Academic Integrity and Research Management*. For more information and to register – visit Library website.
- Library and English offer Reading and Discussion of Jessica Yood's *The Composition Commons: Writing a New Idea of the University*, Tuesday, September 24th, 1:00 – 2:00 PM in Library Treehouse. Please register on website.

Information Technology

- Lehman College will transition to a new Learning Management System in Summer 2025. For the majority of faculty and students the transition will happen in Fall 2025. We will utilize a multi-channel approach to keep the college community informed about this transition. A new website will be ready on or about September 23rd. In addition, the Communications & Marketing department will launch a traditional print media campaign to be distributed across campus. We are planning a campus-wide kick-off meeting with members of CUNY LMS transition team in early October. Please watch for announcements that will be coming soon. At this meeting, we will discuss Lehman College's plan for the transition, including training and support.
- A new Self-Service Password Management solution for the **Lehman Account** is very close to being rolled out to the college community. The new platform promises ease of use and improved self-service. Members of the IT Division are preparing to fully test the new platform before releasing to the community. The new platform will greatly reduce wait time at the Help Desk.
- Please be reminder of Lehman College Office of Digital Inclusion. The purpose of the office is to provide students loan devices such as iPads, Chromebooks, Windows and

MAC computers. The form can be accessed from the homepage under the “student” link.

- We are in the process of deploying a new **call center solution** to manage the phone calls coming to the Help Desk. The new system will streamline the way calls are routed to representatives and it will provide an estimated wait time, a call-back option and enhanced real-time analytics which we hope will help us better ascertain calls volume.
- The IT Division, in collaboration with the Communications and Marketing department and Campus Facilities, has initiated a new capital project called “digital messaging & emergency notification system.” This project consists of the implementation of a content management platform and the installations of about 70 displays around campus. This platform is part of our multi-channel strategy to disseminate news and events. The new system will also be a venue for emergency notifications.

Blackboard/Learning Management System

- During the summer, we deployed a new Bb Home Page. The new home page streamlines how courses are displayed and makes it easier to search for classes. The new page has a more modern, clean look too. The platform is called Ultra Base Navigation. Our Blackboard Course shell is now the same Ultra Base Navigation which is cleaner and neater as well as easier on the eyes.
- The CUNY IT Conference is coming up in early December at John Jay College. The deadline for proposals is fast approaching - September 13th. Please GOOGLE CUNY IT Conference for more information. The Co-Chair of the Conference is Lehman CIO - Edi Ruiz
- The Bronx Ed Tech Showcase will be held at Lehman College on May 2, 2025. The Ed Tech Showcase committee will be sending out SAVE THE DATE Reminders shortly. The Call for Proposals will be sent during January. Please consider presenting at the showcase. The CUNY Community is Welcome to attend

Center for Teaching and Learning/Online Education

1. **Faculty Development on AI in Teaching:** The CTL is excited to offer workshops on integrating artificial intelligence (AI) into teaching. These workshops will equip faculty with the skills to adapt to evolving AI use in pedagogy and student expectations. Details and registration information are available via email. Department chairs can provide further information, or contact the CTL directly at ctl@lehman.cuny.edu. **Faculty are encouraged to share their** approach to AI in the classroom (permitting all, some, or no use) in their syllabus and/or course shell in Blackboard. Sample language is available from the CTL.
2. **Brightspace Transition Support:** To support the move from Blackboard to Brightspace (effective Summer 2025), the CTL is launching a Brightspace Ambassador program this Fall. Modeled after the successful Faculty Peer Mentors program, this initiative will pair faculty with Brightspace-proficient colleagues. Each Brightspace ambassador (Lehman faculty) will serve approximately 1.5 years, fostering peer support and enhancing faculty proficiency in Brightspace. More information will be forthcoming.
3. **Online Learning Student Peer Mentoring Program (OLSPMP):** This program connects online students with experienced student peers or CTL professionals for guidance.

Launched in 2022, OLSPMP serves over 12,000+ students this Fall. Please encourage your students to utilize this valuable resource. The current flyer for the OLSPMP in both English and Spanish is attached.

USF Lehman Representatives Report for Lehman College Senate, February 20, 2024,
Prepared by Lehman Representative Naomi Zack, for Sept 11 Lehman College Senate.

The University Faculty Senate met on May 7, 2024. See
<https://www1.cuny.edu/sites/cunyufs/committees/plenaries/2024-may/>

THE 442nd PLENARY SESSION
OF THE UNIVERSITY FACULTY SENATE
OF THE CITY UNIVERSITY OF NEW YORK
ROOMS 0818/0819
TUESDAY, May 7, 2024
6:30 – 8:00 P.M

AGENDA and **Resolutions**

1. Approval of the Agenda
2. Approval of the Minutes of April 2, 2024
3. Nominations and Elections for Chair, Vice-Chair, and Members-At-Large of the Executive Committee – Matthew J. Cotter – 6:35 – 7:10 p.m.
4. Update From the Ad Hoc Committee on Bylaws Revision – Laura Keating – 7:10 – 7:25 p.m.
5. Chair’s Report – John Verzani – 7:25 – 7:35 p.m.
6. Resolution on Freedom of Expression – Douglas Medina 7:35 – 7:40 p.m.

BE IT RESOLVED that CUNY will work with the UFS in a timely manner to adopt a meaningful Freedom of Expression Policy that effectively safeguards the freedom of expression guaranteed by the U.S. Constitution to all members of the CUNY community.

7. Resolution on Financial Support for Student Use of MTA Mass Transit – Enid Stubin – 7:40- 7:45 p.m.

Be It Resolved That: The University Faculty Senate Committee on Student Affairs calls upon the Metropolitan Transit Authority to offer complimentary fare support to all enrolled CUNY students, through the provision of MetroCards, OMNY enrollment, or Transit Checks, as appropriate;

And the University Faculty Senate Committee on Student Affairs asks the University Faculty Senate as a whole to endorse this call upon the Metropolitan Transit Authority to offer complimentary fare support to all enrolled CUNY students, either through the provision of MetroCards, OMNY enrollment, or Transit Checks, as appropriate;

And the University Faculty Senate Committee on Student Affairs also asks the members of the University Faculty Senate to call upon the Board of Trustees of the City University of New York, CUNY's Chancellor Felix Matos Rodriguez, members of the CUNY Administration, and elected representatives in the New York City Council, the New York State Senate, and the New York State Assembly to join with the University Student Senate in calling for complimentary fare support to all enrolled CUNY students, through the provision of MetroCards, OMNY enrollment, or Transit Checks, as appropriate.

8. Announcement of Provisional Election Results – Matthew J. Cotter 7:45 – 7:50 p.m.
9. New Business – 7:50 – 8:00 p.m.

The USF will next meet on Sept 17, 2024.