Lehman College

2022-2023 Graduate
Lehman College

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Lehman College</td>
<td>6</td>
</tr>
<tr>
<td>Mission, Vision, and Values Statements</td>
<td>7</td>
</tr>
<tr>
<td>The City University of New York</td>
<td>8</td>
</tr>
<tr>
<td>College Governance</td>
<td>8</td>
</tr>
<tr>
<td>College Accreditation and Affiliations</td>
<td>8</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>9</td>
</tr>
<tr>
<td>Schedule of Courses</td>
<td>9</td>
</tr>
<tr>
<td>Academic Organization</td>
<td>9</td>
</tr>
<tr>
<td>Research Institutes and Community Resources</td>
<td>11</td>
</tr>
<tr>
<td>Overview</td>
<td>12</td>
</tr>
<tr>
<td>Office of Graduate Studies</td>
<td>12</td>
</tr>
<tr>
<td>Departments Offering Graduate Programs</td>
<td>13</td>
</tr>
<tr>
<td>Doctoral Programs With CUNY</td>
<td>13</td>
</tr>
<tr>
<td>Student Teaching/Internship/Practicum Requirements and Policies</td>
<td>13</td>
</tr>
<tr>
<td>Initial Teacher Certification</td>
<td>14</td>
</tr>
<tr>
<td>Professional Teacher Certification for Initial Certificate Holders Who Have Had Three Years of Teaching Experience</td>
<td>14</td>
</tr>
<tr>
<td>Flexible Grading Policy</td>
<td>14</td>
</tr>
<tr>
<td>Degree Requirements and Policies</td>
<td>15</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>16</td>
</tr>
<tr>
<td>Thesis or Capstone Report</td>
<td>16</td>
</tr>
<tr>
<td>Time Limit for Earning a Lehman College Master’s Degree</td>
<td>16</td>
</tr>
<tr>
<td>Interruption of Studies</td>
<td>16</td>
</tr>
<tr>
<td>Graduation Procedure</td>
<td>17</td>
</tr>
<tr>
<td>Maintenance of Matriculation Fee</td>
<td>17</td>
</tr>
<tr>
<td>Seven Year Inactivity</td>
<td>17</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>17</td>
</tr>
<tr>
<td>Registration Information</td>
<td>17</td>
</tr>
<tr>
<td>Registration for Graduate Courses</td>
<td>18</td>
</tr>
<tr>
<td>Bursar’s Receipt</td>
<td>18</td>
</tr>
<tr>
<td>Registration in Undergraduate Courses</td>
<td>18</td>
</tr>
<tr>
<td>Registration in Out-Of-Program Courses</td>
<td>18</td>
</tr>
<tr>
<td>Registration in Courses at Other CUNY Colleges</td>
<td>18</td>
</tr>
<tr>
<td>Residency Requirement</td>
<td>18</td>
</tr>
<tr>
<td>Awarding Credit for Same Courses in Different Degree Programs</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Advanced Standing</td>
<td>19</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>19</td>
</tr>
<tr>
<td>Courses Taken on Permit at Other CUNY Institutions</td>
<td>20</td>
</tr>
<tr>
<td>Credit Loads</td>
<td>20</td>
</tr>
<tr>
<td>Grading Policies</td>
<td>20</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>20</td>
</tr>
</tbody>
</table>
Lehman College

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representing the College</td>
<td>83</td>
</tr>
<tr>
<td>Extracurricular Activities and Programs</td>
<td>84</td>
</tr>
<tr>
<td>Notification of Student Immunization Requirements</td>
<td>84</td>
</tr>
<tr>
<td>Freedom of Information Law Notice</td>
<td>84</td>
</tr>
<tr>
<td>CUNY Policy on Academic Integrity</td>
<td>84</td>
</tr>
<tr>
<td>Procedures for Imposition of Sanctions for Violations of CUNY Policy</td>
<td>85</td>
</tr>
<tr>
<td>The City University of New York Campus and Workplace Violence Policy</td>
<td>87</td>
</tr>
<tr>
<td>Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders</td>
<td>88</td>
</tr>
<tr>
<td>Athletic Program Participation Notice</td>
<td>89</td>
</tr>
<tr>
<td>All Catalogs</td>
<td>89</td>
</tr>
<tr>
<td>Accounting Department</td>
<td>89</td>
</tr>
<tr>
<td>Anthropology Department</td>
<td>94</td>
</tr>
<tr>
<td>Art Department</td>
<td>97</td>
</tr>
<tr>
<td>Department of Art</td>
<td>97</td>
</tr>
<tr>
<td>Biological Sciences Department</td>
<td>112</td>
</tr>
<tr>
<td>Chemistry Department</td>
<td>137</td>
</tr>
<tr>
<td>Computer Science Department</td>
<td>139</td>
</tr>
<tr>
<td>Couns, Leadership, Lit &amp; Sp Ed Department</td>
<td>153</td>
</tr>
<tr>
<td>Early Childhood&amp;Childhood Edu Department</td>
<td>257</td>
</tr>
<tr>
<td>Earth, Environ&amp;Geospatial Sci Department</td>
<td>330</td>
</tr>
<tr>
<td>English Department</td>
<td>353</td>
</tr>
<tr>
<td>Health Prom and Nutrition Sci Department</td>
<td>371</td>
</tr>
<tr>
<td>History Department</td>
<td>371</td>
</tr>
<tr>
<td>Individual Study Pgms Department</td>
<td>398</td>
</tr>
<tr>
<td>Journalism and Media Studies Department</td>
<td>404</td>
</tr>
<tr>
<td>Languages and Literatures Department</td>
<td>404</td>
</tr>
<tr>
<td>Latin Amer &amp; Latino Studies Department</td>
<td>421</td>
</tr>
<tr>
<td>Management and Business Innova Department</td>
<td>421</td>
</tr>
<tr>
<td>Mathematics Department</td>
<td>430</td>
</tr>
<tr>
<td>Mid &amp; HS Ed Department</td>
<td>463</td>
</tr>
<tr>
<td>Music, Multimedia,Thea &amp; Dance Department</td>
<td>557</td>
</tr>
<tr>
<td>Department of Music, Multimedia, Theatre, and Dance</td>
<td>557</td>
</tr>
<tr>
<td>Nursing Department</td>
<td>579</td>
</tr>
<tr>
<td>Physics and Astronomy Department</td>
<td>607</td>
</tr>
<tr>
<td>Political Science Department</td>
<td>610</td>
</tr>
<tr>
<td>Social Work Department</td>
<td>614</td>
</tr>
<tr>
<td>Department of Social Work</td>
<td>614</td>
</tr>
<tr>
<td>Sociology Department</td>
<td>632</td>
</tr>
<tr>
<td>Speech-Language-Hearing Sci Department</td>
<td>632</td>
</tr>
</tbody>
</table>
History of Lehman College

Lehman College was established as an independent unit of The City University of New York on July 1, 1968, following a decision by the University's Board of Trustees to create a comprehensive senior college in the Bronx with its own faculty, curriculum, and administration. The College took over the campus that, since 1931, had served as the Bronx branch of Hunter College, known as Hunter-in-the-Bronx. Adjacent to the historic Jerome Park Reservoir, the first four buildings in the plan—Gillet and Davis halls, the Music Building, and the Gymnasium—were completed in 1931 by the New York State WPA. The original campus plan called for nine buildings, but the Great Depression delayed construction, and the ambitious plan was later abandoned by Mayor Fiorello H. LaGuardia.

For a decade before the entry of the United States in the Second World War, only women students attended, taking their first two years of study at the Bronx campus and then transferring to Hunter's Manhattan campus to complete their undergraduate work. Shortly after U.S. entry into the war, the students and faculty vacated the campus and turned over the facilities to the U.S. Navy, which used them as a training station for the newly organized WAVES (Women Accepted for Volunteer Emergency Service).

To commemorate this period, the Navy later installed a ship's bell from the U.S.S. Columbia on the campus. In 1946 the campus won a niche in world history when it was made available to the United Nations at the urging of New York City officials. From March to August 1946, the first American meetings of the Security Council were held in the Gymnasium Building where intercollegiate basketball, archery, swimming, and other sports have been played. During festivities marking the 40th anniversary of the United Nations in 1986, the Southern New York State Division of the United Nations Association presented the College with a commemorative plaque, now displayed outside the Gymnasium Building. The College participated in the United Nations' 50th anniversary activities in 1995-96.

Normal collegiate activity resumed at the campus in 1947, but, in addition to women, the Bronx branch began accepting former servicemen, who studied in separate classes. In 1951 the campus became fully coeducational and a four-year curriculum was introduced. The process of separating the Bronx campus from Hunter College into a separate unit began in 1967. Dr. Leonard Lief, chairman of the English Department, was named provost and made responsible for overseeing the transition. On July 1, 1968, Lehman College began an independent existence, with Dr. Lief as president.

The Board of Higher Education named the new college after Herbert H. Lehman, in recognition of the commitment to public service exemplified by the four-time governor of New York State who later became a U.S. Senator and was the first director-general of UNRRA (the United Nations Relief and Rehabilitation Administration). The College was formally dedicated on March 28, 1969, the 91st anniversary of Governor Lehman's birth. Each year, on or about March 28, the College commemorates the double anniversary by inviting a distinguished speaker to deliver the Herbert H. Lehman Memorial Lecture.

Much has occurred at the colleges of the City University since 1968. As the only CUNY senior college in the borough and southern Westchester County, Lehman College has adapted to meet changing conditions and is poised to respond to new needs and challenges. On the undergraduate level, Lehman's General Education Curriculum is designed to provide a broad knowledge of the achievements and methods of the liberal arts and sciences and to develop student abilities to participate responsively in informed inquiry into subjects of both public and personal concern. It requires a series of courses in writing, mathematics, foreign language, and natural sciences. Students must also complete at least one course from a list of courses in seven areas: Individuals and Society; Socio-Political Structures; Literature; The Arts; Comparative Culture; Historical Studies; Knowledge, Self, and Values. In addition, students must complete two upper division interdisciplinary courses: one in Topics in the Humanities and the Sciences and one in the American Experience. To develop writing skills, students must complete four courses designated as writing-intensive. Major and minor fields of study are also required.

On the graduate level, the College has developed professional programs in nursing, teacher and counselor preparation, accounting, business, computer science, health services, public health, social work, and speech-language pathology. The College also offers strong traditional liberal arts graduate programs in art, biology, English, history, Spanish and mathematics.

For more than two decades, Lehman has deepened its involvement with the surrounding community. The opening of the Lehman Center for the Performing Arts in 1980 and the Lehman College Art Gallery in 1984 has made the College a cultural center for the region. Together with the City and the Humanities Program, the Department of Music, and the Theatre program, they present dozens of concerts, plays, dance performances, and exhibitions that are free or nominally priced.

The Art Gallery is housed in the Fine Arts Building, which was designed by the renowned architect Marcel Breuer - as was Shuster Hall, which houses the College's administrative offices. The Concert Hall, the adjacent Lehman College Library, and the two Breuer buildings offer a striking contrast to the Tudor-Gothic architecture of the original College buildings, providing an environment of considerable architectural interest. Anchoring the campus on its northern end is the APEX, designed by the internationally acclaimed architect Rafael Violy. Inside are sophisticated facilities for swimming, basketball, racquetball, weight training, track and field, and dance as well as new offices for security and academic departments.

One of the latest facilities to reach completion on the Lehman campus is Science Hall, a $70 million science facility with updated, versatile classrooms, labs, and instrumentation; a rooftop teaching and research greenhouse; and environmentally sustainable technologies. The new building stands adjacent to Gillet Hall, and is accessible from the older building through a third-floor catwalk.

Another facility, the new Child Care Center, opened its doors in fall 2013. The center features six classrooms; a multipurpose room that can function as a playroom, after-school space or additional classroom; and a natural playground incorporating greeneries, boulders and garden space, along with traditional playground equipment.

Lehman College also provides a variety of community services. The Institute for Literacy Studies sponsors classes to teach adults fundamentals of reading and writing, while the Speech and Hearing Center offers comprehensive evaluations of hearing and speech-language disorders. There is close collaboration between the College's teacher and counselor education programs and Bronx school districts:

- The New York City Writing Project supports workshops for teachers of writing as well as research at all educational levels.
Lehman College

- The Center for School/College Collaboratives receives external funding for projects that focus on increasing educational success for Bronx students and their families and preparing the students to enter and complete higher education. The Center works with the entire school community - administrators, teachers, students, and parents - and collaborates with the Bronx Regional Offices of the New York City Department of Education.

- The Bronx Institute, funded with private and government grants, is helping more than 12,000 Bronx schoolchildren become academically successful.

Lehman also participates with the New York City Department of Education in developing small high schools in the Bronx. The schools - housed within larger, traditional high schools - are formed around the themes of the visual arts, teaching and the professions, music, health sciences, nursing, musical theatre, community research and learning, and international studies.

In addition, in Fall 2003, the High School of American Studies at Lehman College opened on the Lehman campus. One of New York City's new specialized high schools and the only one to focus on American history, the school represents a collaboration among Lehman College, the New York City Department of Education, and the Gilder-Lehrman Foundation. It has been listed for several years by U.S. News and World Report as one of the nation's top 100 public high schools, most recently (2012-13) as #6 in New York City and #44 in the nation.

Dr. Ricardo R. Fernández succeeded Dr. Leonard Lief, the founding president of Lehman College, on September 1, 1990. Throughout his tenure as president, Dr. Fernández affirmed both the College's strong commitments to access to higher education for the economically disadvantaged and educational excellence.

On August 15, 2016, Dr. José Luis Cruz began his tenure as the third president of Lehman College. When Dr. Cruz was appointed executive vice chancellor and university provost for CUNY on May 1, 2019, Chancellor Félix V. Matos Rodríguez appointed Dr. Daniel Lemons, who has served as a faculty member and administrator with CUNY for more than 30 years, as interim president on July 1, 2019. Dr. Lemons was appointed interim executive vice chancellor and university provost for CUNY in July 2021, when CUNY appointed Dr. Fernando Delgado as the fourth president of Lehman College, effective July 1, 2021.

Dr. Delgado came to Lehman with more than 20 years of public college administrative experience in the Midwest and Arizona, including five years as executive vice chancellor for academic affairs at the University of Minnesota, Duluth, which serves approximately 10,000 students through its four academic colleges. Prior to that he served as vice chancellor for academic affairs and provost at the University of Wisconsin-River Falls. He has also held roles as an academic dean at Minnesota State University, Mankato and Hamline University in St. Paul. His academic career began at Arizona State University, where he also began his work as a university administrator.

The son of immigrants—his father is from Mexico and his mother from Spain—Dr. Delgado, like more than 60 percent of Lehman's students, was also a first-generation college student. He holds a bachelor's degree in political science from San José University and a master's degree and Ph.D. in communication studies from the University of Iowa.

https://lehman.edu/president/presidents-biography/

Mission, Vision, and Values Statements

Mission Statement
Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

Vision Statement
Lehman College has entered a new era in its history as an institution of higher education. Already known for its outstanding faculty, dedicated staff, superb library, art gallery, theaters, speech and hearing clinic, and athletic facilities, the College is now building a new state-of-the-art, environmentally "green" science facility that will invigorate faculty and student research as well as prepare Lehman students for science-based careers.

Supported by the University's expanding technological resources, the College will promote creative teaching strategies, greater access to courses through online learning, off-campus access to library resources and enhanced student services. The new Multimedia Center will stimulate technological innovation in all areas of communications and the arts for both the College and the region.

Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding. Now, the College looks forward to providing a residential experience to attract a wider range of students and lead to the development of new learning communities to enhance student success.

Lehman College will prepare students to live and work in the global community through new interdisciplinary programs, such as environmental studies and international business, along with study abroad and experiential learning opportunities. The College's geographic information systems and numerous partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions will contribute to the economic development of the region. Service learning and internship opportunities will be further developed to foster the engaged citizenship and commitment to public service embodied in its namesake, Herbert H. Lehman.

Recognized for small classes, close interaction between students and faculty, a successful Teacher Academy and Honors College, and a caring and supportive environment, Lehman College will celebrate its fiftieth anniversary in 2018 as the college of choice in the region, committed to preparing students for graduate studies, professional careers, and lifelong learning.

Values Statement

Lehman College

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Values Statement
Lehman College

Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities.

The City University of New York

TODAY’S City University of New York dates back to the 1847 founding of the Free Academy by Townsend Harris, an early champion of public education and a pioneering diplomat who was the United States’ first ambassador to Japan. With an inaugural class of 143 academically qualified young men, the Academy set upon a mission to, in Harris’ words, “let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect.” The Academy quickly grew in reputation and enrollment and, as a new century approached, plans were approved for an expansive neo-Gothic campus uptown for what became known as the College of the City of New York. Twenty years after the first young men entered the Academy, a separate school for the education of teachers, the Female Normal and High School, later renamed Hunter College in honor of its founder Thomas Hunter, offered the same higher education opportunities to women.

Fueled by an immigration boom in the early 20th century, City College and Hunter expanded to include evening session branches in Brooklyn and Queens. In 1926, the state Legislature established a Board of Higher Education to oversee the growing municipal college system and expand public access in the city’s outer boroughs. Over the next decade, Brooklyn College and Queens College were founded, and Hunter established a Bronx campus, which decades later would become Lehman College.

Despite the city’s limited resources, demand for public higher education continued to grow during the Great Depression era. The colleges created night divisions that charged affordable tuition while offering students the opportunity to work toward their degrees or raise their grades to the levels required to enter the colleges’ free baccalaureate programs. In the ensuing post-World War II years, another dramatic enrollment boom led to the creation of several community colleges, including one on Staten Island. In 1961, the state Legislature formally established The City University of New York, uniting what by then had become seven municipal colleges into a formally integrated system, and authorizing the new University to offer doctoral programs. Demand increased further during the 1960s, leading to a six-year period when tuition was briefly eliminated and senior college admission was given to any city resident with a high school diploma or equivalency degree. Today, the senior colleges have selective admission requirements. Community colleges continue to serve as portals to opportunity for applicants with a high school or GED diploma.

Since 2000, billions of dollars have been reinvested to rebuild, enhance and expand the University’s 24 campuses. The CUNY Graduate School of Journalism, CUNY School of Public Health, the Macaulay Honors College and the innovative Guttman Community College are among the colleges and graduate schools recently established. This greatly expanded University, serving record enrollments, offers tuition-free education to nearly six in 10 full-time undergraduates thanks to federal, state and CUNY financial aid. In contrast to the crushing debt other students typically carry at many public and private institutions, 85 percent of CUNY’s full-time students are student loan debt free.

The University’s 21st century mission remains true to its founding principles of academic excellence, scholarship and opportunity for all. CUNY boasts 12 Nobel laureates and the tradition of high academic achievement continues as CUNY students prestigious Rhodes, Fulbright, National Science Foundation, Truman and Goldwater scholarships. With a flourishing reputation among students and educators alike, CUNY is defining value by providing the opportunity of a lifetime: a high-quality, competitive and remarkably affordable college education. It’s an education that delivers in the marketplace, producing job-ready graduates with respected academic credentials. It’s a 21st-century education, taught by top scholars on upgraded campuses, that is transforming the student experience, bringing jobs to New York and stimulating economic development.

That’s why more high-achieving students, and more students of all backgrounds and abilities, are choosing to study in vibrant New York City, at the City University of New York.

College Governance

The Lehman College system of campus governance consists of the College Senate. The Lehman College Senate is a unicameral body of 102 members, representing the faculty, students, and administration of the College, and is presided over by the College president. Subject to the authority of the Bylaws of the Board of Trustees of the City University of New York, the College Senate is responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College.

College Accreditation and Affiliations

Lehman College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Degree programs are registered by the New York State Education Department. Some degree programs are also accredited by professional associations.

The baccalaureate degree program in Nursing/master’s degree in Nursing are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org). The social work program is accredited by the Council on Social Work Education. The College also offers nutrition programs approved by the American Dietetic Association. Lehman’s B.S. degrees in chemistry are certified by the American Chemical Society. The graduate program in speech-language pathology is accredited by the American Speech-Language-Hearing Association. All educator preparation programs offered by the College’s School of Education are accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition, the School of Education’s counselor education program in school counseling offered by the Department of Counseling, Leadership, Literacy, and Special Education is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Lehman’s B.S. and M.S. programs in accounting provide the educational preparation required for licensure as a Certified Public Accountant in New York State. The College offers State-approved teacher education programs that can lead to New York State provisional or permanent certification. Graduates of the undergraduate nursing program are eligible to take the Registered Nurse licensure examination.
Lehman College

Lehman College has chapters of Phi Beta Kappa, Sigma Xi, and Golden Key National Honor Society. Individual disciplines have their own honor societies with national affiliations. The College is a member of the National Collegiate Athletic Association and the Eastern Collegiate Athletic Conference.

Degree Programs

Undergraduate Curriculum
Lehman College offers undergraduates a wide choice of major programs in both the liberal arts and sciences and in the professions. The College offers the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Fine Arts (B.F.A.), Bachelor of Business Administration (B.B.A.), and Bachelor of Arts-Master of Arts (B.A.-M.A.). Majors are either departmental or interdepartmental.

Graduate Curriculum
The College offers a choice of more than forty master's degree programs in arts and sciences, health fields, and teacher education. Advanced certificates are offered in some areas. The degrees offered are the Master of Arts (M.A.), Master of Science (M.S.), Master of Science in Education (M.S. Ed.), Master of Arts in Teaching (M.A.T.), Master of Fine Arts (M.F.A.) in Art, and Master of Social Work (M.S.W.). In addition, more than seventy-five Lehman College faculty members participate in City University doctoral programs.

Schedule of Courses

Academic Year
During the regular academic year, which runs from late August through the end of May, Lehman offers a full range of undergraduate and graduate courses on a day, evening, weekend, hybrid, and online schedule.

Winter and Summer Sessions
Lehman offers winter and summer sessions, in January, June, and July. Undergraduate and graduate summer programs accept matriculants as well as visiting and non-degree students, in day, evening, and online classes. Many students utilize these sessions to accelerate their time to degree completion.

Academic Organization

The College's academic departments and programs are divided into five schools:

School of Arts and Humanities

Departments
Africana Studies
Art
English
History
Journalism, and Media Studies
Languages and Literatures
Latin American and Latino Studies
Music, Multimedia, Theatre, and Dance
Philosophy

Interdisciplinary Programs
Classical Civilization and Classical Tradition (Minor)
Comparative Literature (BA and Minor)
Disability Studies (Minor)
Humanities (Minor)
Irish Studies (Minor)
Linguistics (BA and Minor)
Middle Eastern Studies (Minor)
Program for Professional Communications (Minor)
Urban Studies (Minor)
Women's Studies (Minor)

Institutes
Institute for Irish-American Studies

9/654
Lehman College

The Jaime Lucero Mexican Studies Institute

Collaboratives
High School of American Studies at Lehman College

School of Continuing and Professional Studies
At 2 locations: On campus and at CUNY on the Concourse

Center
Small Business Development Center

Programs
- Continuing Education - Certificates and Licenses
- Workforce Education - Credit and non-credit training
- CUNY 2X/Tech Talent Pipeline

Adult Degree Programs:
- Bachelor's Degrees
- Master of Arts in Liberal Studies

School of Education

Departments
- Counseling, Leadership, Literacy, and Special Education
- Early Childhood and Childhood Education
- Middle and High School Education

Institutes
- The Bronx Institute
- Institute for Literacy Studies

Collaboratives
Center for School/College Collaboratives

School of Health Sciences, Human Services, and Nursing

Departments
- Health Sciences
- Nursing
- Social Work
- Speech-Language-Hearing Sciences

Institutes
- CUNY Institute for Health Equity

School of Natural and Social Sciences

Departments
- Anthropology
- Biological Sciences
- Chemistry
- Computer Science
- Earth, Environmental, and Geospatial Sciences
- Economics and Business
- Mathematics
Bronx Data Center

The Bronx Data Center collects and analyzes demographic material related to the Bronx and adjacent areas, in order to provide service to the Lehman community, as well as to cultural, social service, civic, media, and other organizations. The Center focuses on data for very small geographic units (down to the city block), as well as the Bronx as a whole. Historical data going back several decades complement the latest census information. The Center specializes in the graphic presentation of data through computer-generated maps. See: www.lehman.edu/deannss/bronxdatactr/discover/bxtext.htm

The Bronx Institute

The mission of the Bronx Institute at Lehman College is to foster faculty research relevant to the improvement of education and the quality of life in the Bronx; and to provide a forum to discuss, analyze, and identify potential solutions to contemporary educational, social, political, cultural, and economic challenges facing the Bronx community, in particular, and other urban areas at large. As a community resource, the Bronx Institute is committed to act in cooperation with other academic institutions, community groups, and organizations to develop joint projects, especially those that enrich the educational needs of all Bronx students. The vision of the Institute is to foster and promote equity and excellence in the education and learning of Bronx students in grades K-16 by involving administrators, teachers, parents, and the students themselves in high-quality programs that support and enhance the educational opportunities of the students.

The Center for School/College Collaboratives

The Center for School/College Collaboratives designs and implements programs, in partnership with Bronx schools, to enrich student learning and ensure student readiness and motivation to graduate high school and enter college. Programs offered by the Center primarily emphasize student outcomes and achievement. These programs encompass: student and teacher enrichment in mathematics, science, and technology; recruitment of middle and high school students for careers in teaching; intensive work with at-risk students to prepare them for educational transitions from middle to high school and from high school to college; pre-service teacher preparation for bilingual students and paraprofessionals; in-service professional development in technology and interdisciplinary teaching; and close working relationships with over twenty Bronx schools. Programs focus on working intensively with students and teachers from particular schools and on building pipelines for students since these efforts have been shown to have greater potential for success than programs that draw students from a wide range of schools.

The Center also houses Lehman's well-regarded, CUNY-sponsored College Now Program. The goal of the program is to insure that all students meet and exceed the performance standards required for high school graduation and that all those who wish to pursue postsecondary study are prepared to do so. Lehman has had a version of College Now or Bridge to College since 1985, when qualified students involved in the College's various funded programs were invited to enroll in college-credit courses. The College Now eleventh- and twelfth-grade program offers a variety of college-credit courses depending on student interest and ability. These include courses in psychology, studio art and art history, calculus and pre-calculus, education, biology, English, history, computer science, economics, geology, philosophy, speech, and sociology. Funding for Center programs has been provided by the New York City Department of Education, U.S. Department of Education, National Aeronautics and Space Agency, New York State Education Department, the City University of New York, Fund for Improvement of Post-Secondary Education, Aaron Diamond Foundation, and others.

Center for Human Rights and Peace Studies

The Center for Human Rights and Peace Studies advances social justice and human dignity in an interdisciplinary fashion through active involvement of faculty, students, and community in research and teaching. The Center builds on the College's unique history: the drafting of the Universal Declaration of Human Rights began at Lehman College when the United Nations met at the College. Lehman College students, often immigrants and the first in their families to access higher education, engender a broad understanding of human rights. The Center unites student and faculty engagement on local and global rights issues in New York and the greater world community. Currently the Center offers a minor in Human Rights and Peace Studies.

Center for Theoretical and Computational Sciences
Lehman College

Director: Daniel Kabat (Gillet Hall, Room 131A)

The Center for Theoretical and Computational Sciences is an interdisciplinary research center drawing on faculty engaged in theoretical and/or computational research in the departments of Math and Computer Science, Chemistry, and Physics and Astronomy. It serves to facilitate faculty research, foster interdisciplinary collaboration, and provide opportunities for undergraduate and graduate students to engage in faculty/student collaborative research. A major part of the Center’s mission is to provide outreach, mentoring and training to scientists at the early stages of their scientific careers.

CUNY Institute for Health Equity

The CUNY Institute for Health Equity provides a home for interdisciplinary population-based research and training across CUNY campuses, and with community organizations in The Bronx, Manhattan and Brooklyn. Faculty affiliates from other campuses, and student interns, are actively engaged in applied research and programs to address the social determinants of health, and health equity in under-served communities of color. Collaboration with CUNY public health programs and school, and external organizations support the goal of achieving health equity and social justice within neighborhoods where CUNY campuses are located.

The Institute for Literacy Studies

The Institute for Literacy Studies, founded in 1984, is a research unit of The City University of New York. The Institute's mission - reforming and improving urban education - has deep significance in its home borough of the Bronx as well as throughout New York City and the nation. The Institute defines urban education in its broadest, most inclusive meaning to comprise the complex web of systems, settings, and relationships that foster learning. It works to advance research, articulate theory, and implement effective practice in literacy and mathematics education through initiatives in a variety of educational settings K-16, including schools, community-based organizations, adult literacy programs, and CUNY campuses. Through its Adult Learning Center, the Institute offers basic education, English language instruction, and preparation for the high-school equivalency exam and college transition to members of the community who are not enrolled in school or college. See www.lehman.edu/literacy-studies.

The Institute for Irish American Studies

The CUNY Institute for Irish American Studies was established by the CUNY Board of Trustees to focus on the Irish-American Diaspora and its impact on American culture and society. The Institute, first and foremost, serves as a clearinghouse for research opportunities in Irish-American studies for students, staff, and faculty on all of the campuses of the City University of New York. Current projects being undertaken by the Institute include Publishing in Irish America 1820-1922, Great Irish Famine Curricula In-Service Training, Documenting Return Emigration, Curriculum Design: Teaching the Irish Language in America, the "New Irish” and Film, Mapping Irish America, and the Irish in the Americas.

In line with the current research projects of the Institute, an extensive program of public lectures and events is sponsored each semester. The Institute invites researchers and leaders in the community to present at its Wednesday evening lecture series. The Institute also sponsors day-long symposia on specific topics, Irish language conversation circles, and celebrations of the arts. The Institute additionally makes a number of distance education courses arising from its research areas available to students at CUNY campuses and throughout the country. These courses make use of online software as well as tours and lectures in the U.S. and abroad.

The Jaime Lucero Mexican Studies Institute at CUNY

The Jaime Lucero Mexican Studies Institute at CUNY is comprised of all the faculty, students, staff, and affiliated community-based organizations working on research, advocacy, and services related to Mexico and Mexicans in the United States. Among the goals of The Jaime Lucero Mexican Studies Institute at CUNY are promoting the creation of courses, majors, minors, and programs of study in campuses across the CUNY system; promoting enrollment, retention, and graduation of Mexican and Mexican-American students in CUNY; sponsoring an annual academic conference as well as film series, lectures, workshops on Mexican topics; serving as liaison, resource, and epicenter for the coming together of Community-Based Organizations (CBOs) for the promotion of cultural, educational, and social programming for the larger Mexican community and all of New York City; supporting undergraduate and graduate students through internships, research assistantships, and other service-learning opportunities with cultural, diplomatic, social, and economic institutions working with the Mexican population in New York City. For further information visit http://www.lehman.edu/mexican-studies

Overview

Through its graduate programs, Lehman College offers qualified students the opportunity to pursue the advanced study of academic disciplines in breadth as well as in depth. Emphasis is placed on scholarship, original work, and training in research.

The College offers over forty master's degree programs in arts and sciences and in professional studies. Graduate enrollment is approximately 2,000 students of a total Lehman student body of almost 12,000. Most graduate students attend part-time, combining graduate study with a regular job or career. Graduate courses are generally scheduled late in the day to facilitate attendance. Some graduate programs offer students the opportunity to take some coursework online or in a hybrid format.

The degrees offered are the Master of Arts (M.A.), Master of Science (M.S.), Master of Science in Education (M.S. Ed), Master of Arts in Teaching (M.A.T.), Master of Fine Arts (M.F.A.), Master of Public Health (M.P.H.), and Master of Social Work (M.S.W.). Lehman also offers advanced certificates. Lehman faculty participate in most City University doctoral programs. In association with the New York Botanical Garden, a plant sciences concentration in the University doctoral program in biology is based at Lehman College

Office of Graduate Studies
The Office of Graduate Studies (Shuster Hall, Room 279, 718-960-8972) coordinates all graduate programs, policies, and procedures. The Graduate Office is available to answer questions regarding graduate study and College-wide policies pertaining to graduate study at Lehman. Questions about specific academic programs or program requirements should be directed to the appropriate Graduate Program Adviser.

**Departments Offering Graduate Programs**

Graduate programs leading to a master's degree or advanced certificate are offered by the following departments: Art; Biological Sciences; Counselor, Leadership, Literacy, and Special Education; Early Childhood and Childhood Education; Earth, Environmental and Geospatial Sciences; Economics and Business; English; Health Sciences; History; Languages and Literatures; Mathematics and Computer Science; Middle and High School Education; Music; Nursing; Social Work; and Speech-Language-Hearing Sciences. A detailed inventory of degrees, programs, and specializations is contained in this chapter of the bulletin.

**Doctoral Programs With CUNY**

Lehman College, in conjunction with the Graduate School and University Center, contributes faculty, and in some cases facilities, for the following doctoral programs of The City University of New York:

- Anthropology
- Art History
- Biochemistry
- Biology (Plant Science doctoral program at Lehman College)
- Chemistry
- Classics
- Comparative Literature
- Computer Science
- Earth and Environmental Sciences
- English
- French
- Hispanic and Luso-Brazilian Literatures
- History
- Linguistics
- Mathematics
- Music
- Philosophy
- Physics
- Public Health
- Political Science
- Psychology
- Sociology
- Speech and Hearing Sciences
- Theatre
- Urban Education

**Student Teaching/Internship/Practicum Requirements and Policies**

In addition to the successful completion of a degree in an educator preparation program, supervised field experience or clinical practice (e.g., student teaching, an internship, or a practicum) is required for all candidates in graduate programs applying for certification in New York State as a teacher, school counselor, or school building/school district leader. Student teaching, internship, or practicum cannot be waived based on prior experience or other factors. For specific program requirements, see the program adviser.

Acceptance into either student teaching or teaching internship is based on student completion of program prerequisites, and applications are subject to review and recommendation by program faculty.

Any candidate found to be in violation of any of the conduct guidelines detailed in the Lehman College Student Handbook and/or the candidate's discipline-specific code of ethics may not be recommended for student teaching/teaching internship. In certain situations, the candidate will be advised to meet with the adviser and program coordinator to plan for degree completion. The Lehman College Student Handbook can be found on the College website at [http://www.lehman.cuny.edu/campus-life/](http://www.lehman.cuny.edu/campus-life/).
Prospective student teachers are urged to plan their course of study so they can devote a semester exclusively to their student teaching. Student teaching is a full-time, semester-long commitment. Candidates must follow the attendance policy of each program. Unexcused absences from supervised field experience may be grounds for removal from the placement. Candidates may repeat student teaching, internship, or practicum only once.

Applications for student teaching/teaching internship must be filed the semester prior to student teaching and requires permission of the program advisor and a methods course instructor. Application due dates are April 1 for the fall semester and November 1 for the spring semester. The November 1 deadline also applies for candidates in special education programs who will student teach in the summer. Information about student teaching is posted on the School of Education's website at www.lehman.edu/academics/education/.

Initial Teacher Certification

Matriculants who successfully complete a graduate educator preparation program at Lehman are eligible to apply for New York State initial certification. Matriculants must file an application for their certificate as a classroom teacher or school building leader at the end of their final semester of graduate study. Filing instructions and related information may be obtained from the Certification Officer, Room B33 of Carman Hall.

The certification process is as follows:

1. Matriculants should visit the Certification Office to receive an undergraduate transcript(s) evaluation of their Liberal Arts & Sciences credits for certification in their area of study.
2. The candidate may need to take additional courses if there is deficiency in their liberal arts and sciences credits.
3. The candidate completes the graduate education program and obtains the degree.
4. The candidate files for certification using his or her NYSED Teach account with a program code provided by the Certification Officer.
5. The candidate contacts the Certification Officer when his or her status of graduation is completed on his or her CUNYfirst account.
6. The State Education Department issues electronic certificates on TEACH online services at www.highered.nysed.gov/tcert.

Candidates for initial teacher certification must meet the State requirements for certification as follows:

- A bachelor's degree;
- Completion of NYS registered graduate educator preparation program;
- Successful completion of internship, student teaching, or practicum course;
- Passing the New York State Teacher Certification Examinations: (a) Teacher Performance Assessments (edTPA), (b) Educating All Students test (EAS), and (c) Revised Content Specialty Test (CST);
- Completion of New York State mandated workshops on School Violence Prevention, Child Abuse Identification, and the Dignity for All Students Act (DASA) ; Speech and Special Education candidates must also complete the Needs of Students with Autism workshop.

Professional Teacher Certification for Initial Certificate Holders Who Have Had Three Years of Teaching Experience

Completion of a graduate program in education at Lehman College may lead to New York State professional certification in their area of study. Students who wish to obtain professional certification in Special Education, Educational Leadership, Literacy Studies, Middle and High School Education (e.g., English, mathematics, social studies, TESOL, science, foreign language, and health), or Early Childhood and Childhood Education must have earned an initial teacher certification. Information on requirements for professional certification is available from the New York State Education Department - Office of Teaching Initiatives at www.highered.nysed.gov/tcert. Lehman College recommends a student for professional certification only in the area of his/her master’s degree. For example, a student who holds initial certification in Childhood Education (Grades 1–6) may apply for professional certification in Special Education if his or her master’s degree is in Special Education. Students, however, may apply on their own for professional certification in an area outside their master’s degree specialization through their NYS TEACH online account.

Flexible Grading Policy

CR/NC Flexible Grading Policy for Fall 2020
http://www.lehman.edu/crnspolicy/

Special COVID-19 Flexible Grading Policy for the Spring 2020 Semester

As part of The City University of New York’s response to the COVID-19 pandemic, during the Spring 2020 semester, all students shall have the option to convert any or all of the (A-F) letter grades they earn in their classes, to Credit/No Credit (CR/NC) grading.

1. During the Spring 2020 semester, all students shall have the option to convert any or all of the (A-F) letter grades, including plus or minus variations, they earn in their classes, to Credit/No Credit grading.
2. Students shall be able to make this decision up to 20 business days after the University’s final grade submission deadline. Once selected, the Credit/No Credit option cannot be reversed.
3. If a student chooses to exercise this option, a passing letter grade (A, B, C, or D including +/-) will convert to ‘CR’ with credit for the class being awarded, while a failing grade (F) will convert to ‘NC’, with no credit awarded. Credit/No Credit grades will not impact the student’s GPA.
4. Courses taken for a letter grade will continue to be included in the semester and general GPA, while courses taken for a Credit/Non-credit grade will be excluded, just as is the case with such courses taken at a student’s home institution.
5. If a student exercises the option of Credit/No Credit, the Credit (CR) grade will not negatively impact the student’s satisfactory progress toward degree completion.
6. Students with Credit/No Credit grades will be able to transfer those courses across colleges within CUNY, per current CUNY policy.
7. The Special COVID-19 Flexible Grading Policy shall apply to coursework completed on Permit and will not affect Board of Trustees Policy 1.14 – Policy on Coursework Completed on Permit.
8. Students placed on academic probation by their institution at the start of the Spring 2020 semester shall not be penalized with academic dismissal based upon their grades earned this semester.
9. The Special COVID-19 Flexible Grading Policy shall not affect the University standards of student retention and progress in accordance with Board of Trustees Policy 1.26.
10. Before choosing this grading option for one or more of their classes, students shall consult with their academic and financial aid advisors regarding potential impact to their financial aid, licensure requirements, and graduate school admissions.
11. The Special COVID-19 Flexible Grading Policy shall supersede and override all undergraduate and graduate program-level grading policies currently in effect at CUNY colleges and schools, including those related to required and elective courses within the major, minor, general education (Pathways), pre-requisite courses, honors courses, courses taken on permit and maximum number of credits that a student can earn with Credit/No Credit grades.
12. The grade glossary, attached to each transcript, will be updated to include a notation denoting that all Spring 2020 grades, including CR or NC, were earned during a major disruption to instruction as a result of the COVID-19 pandemic.
13. The Special COVID-19 Flexible Grading Policy shall apply to all CUNY colleges and schools, except the School of Law and the School of Medicine, which may develop their own Pass/Fail policies, subject to approval of the Board of Trustees, to conform to norms in legal and medical education.
14. The Special COVID-19 Flexible Grading Policy, which shall be effective April 1, 2020, applies to the Spring 2020 semester only and that the Chancellor, may, in his discretion, to meet public health emergency policies and practices, extend this policy to future semesters, if necessary and report such extension to the Board of Trustees immediately.
15. The Special COVID-19 Flexible Grading Policy shall be codified in the Manual of General Policy as Policy 1.4. and cannot be overwritten by any individual units of the University, including presidents, provosts, or college councils.
16. The policy will remain in effect for the Spring 2020 semester and will be reviewed by the Chancellor and extended as necessary to meet public health emergency policies and practices.

**Special COVID-19 Flexible Grading Policy for the Spring 2020 Semester**


### Degree Requirements and Policies

To earn a Master of Arts, Master of Science, Master of Science in Education, Master of Social Work, Master of Public Health, Master of Arts in Teaching, or Master of Fine Arts degree, a student must:

- Be formally admitted to a master's degree program. Students cannot be matriculated simultaneously in more than one master's degree program at Lehman College. See Dual Graduate Program Matriculation.
- Complete no fewer than 30 credits of graduate courses that are acceptable to the department of specialization.
- Maintain a minimum Grade Point Average of 3.0.
- In most programs, write a thesis based on independent research, complete an appropriate special project, and/or pass a comprehensive examination. Departmental requirements are outlined elsewhere in this bulletin.
- Complete all requirements for the degree within five years following matriculation.
- Complete all departmental requirements for the degree.

**DUAL GRADUATE PROGRAM MATRICULATION**

Graduate students cannot be simultaneously matriculated in the following: Master of Arts, Master of Science, Master of Science in Education, Master of Social Work, Master of Public Health, Master of Arts in Teaching, or Master of Fine Arts degree programs. After completion of a first master's degree at Lehman, students must contact the Office of Graduate Admissions if they wish to begin a second master's degree program. Graduate students may pursue a certificate or extension program while completing a master's degree program if the student adheres to the admissions requirements for that certificate or extension program. If a student is already matriculated in a master's degree and would like to add a certificate program during their course of study, they must fill out a Change in Graduate Curriculum form, located in the Office of Graduate Studies.

Graduate students matriculated in both a master's degree and an advanced certificate simultaneously may have course curriculum that overlaps. In this instance, courses may be used to satisfy both programs.

**CHANGE IN GRADUATE PROGRAM**
Lehman College

Currently enrolled graduate students and non-registered active graduate students who wish to change to, or change between, master's and certificate programs, must complete a Change in Graduate Curriculum form located in the Office of Graduate Studies. This form is also used to add a second program (official joint, concurrent, certificate, or extension program). The form must be signed by both the previous program and new program advisor(s). The Office of International Student Services must also sign for international graduate students. The completed form must arrive in the Office of the Registrar at least two weeks prior to the start of classes for which the change is requested; however, many programs have earlier admission deadlines. Graduate students are required to understand and adhere to specific department guidelines for admission. Students should meet with the academic advisor of the new program to discuss course curriculum, procedures, deadlines, and required credentials before submitting the completed form to the Office of the Registrar.

Comprehensive Examination

Graduate students planning to take a required comprehensive examination must be matriculated and currently registered each semester as they prepare for and take their comprehensives. If registered for no other courses, graduate students must register for maintenance of matriculation or for an examination preparation course offered by their academic department.

Master’s degree candidates who are required to pass a comprehensive examination as part of their degree requirements should consult the Graduate Program Adviser in the program in which they are enrolled to determine the precise requirements for the degree in that program.

Students not successful on the first attempt at the comprehensives are urged to discuss their examination with their Program Adviser before taking the examination a second time. Students who are unsuccessful after two attempts will be dropped from the College. In order to take the examination a third time, students must appeal to the Graduate Studies Committee no later than the third week of the semester immediately following their second unsuccessful attempt. If their appeal is successful, students then should apply for readmission through the Office of Graduate Admissions (Shuster Hall, Room 150). Filing an appeal does not in itself guarantee that any student will be granted a third attempt at the comprehensive examination. No further appeals are possible after a third unsuccessful attempt to pass the comprehensives.

Thesis or Capstone Report

Graduate students researching and writing theses or capstone projects must be matriculated and currently registered each semester. Students must register for either maintenance of matriculation or for a thesis writing course offered by their department.

In curricula requiring a thesis or capstone project, the completed thesis or project must be presented to the department chair or adviser in sufficient time to enable the work to be evaluated, corrected, amended, and the grade to be recorded before the date on which the classes for that semester end. A candidate permitted to offer a thesis or other final project must consult the adviser for departmental requirements for preparation and final submission. The student must file with the thesis or project adviser the number of approved copies required by the program in which he/she is matriculated.

Students must submit an electronic copy of their thesis to the Leonard Lief Library. Electronic copies must be submitted on a CD formatted in a PDF file, or the format required by their thesis adviser. The CD must be accompanied by completed copies of the Digital Repository License Agreement and Checklist, which are accessible on the Library website. Prior to graduation, students must provide a copy of the Acknowledgement of Receipt to their graduate or thesis adviser. The Acknowledgement of Receipt is issued by the Library to the student after receiving all required submission materials.

Time Limit for Earning a Lehman College Master’s Degree

Master’s degree candidates must complete their programs within five years from the time they begin their program and become degree-seeking graduate students. Absence from the College for one or more semesters does not alter or affect the five year limit (see Interruption of Studies) for earning a degree. Currently enrolled graduate students who, due to unusual circumstances, are unable to complete their degrees within the five-year period may apply for a two-year extension in the Office of Graduate Studies, Shuster 279. Extension requests will be reviewed by the Graduate Studies appeals committee and the Academic Department offering the degree program for review and final decisions.

Extensions may only be granted once. In total, upon granting an extension, there will be seven permitted years to complete a graduate program. Failure to file an extension or to complete the degree within the granted timeline will result in the closing of the student record. Students with closed records will not be permitted to continue their studies in the incomplete graduate program.

Students who are not currently enrolled must adhere to the interruption of studies policy to be readmitted into the College.

Interruption of Studies

Effective Fall 2019: After an absence of two semesters, up to three years, students seeking readmission must file a Graduate Application for Readmission with the Office of Graduate Admissions.
Following an absence of three or more years, previously matriculated graduate students must reapply to the College by submitting a new application. Upon re-acceptance into the program, the curriculum year and time limit for earning a master's degree will be reset and updated to the current semester. Students must then adhere to the current curriculum plan and policy standards. Any coursework older than seven years from the current term of re-acceptance into the master's degree program will not count towards the degree curriculum.

Students who have been absent for over seven years may not reapply to an incomplete program. See Seven Year Inactivity policy.

Non-matriculated graduate students must reapply to the College by submitting the Graduate Application for Non-Degree Admission and pay the application fee following an absence from the College of any length.

**Interruption of Studies Prior to Fall 2019**
For previous bulletins click here

**Graduation Procedure**
A student who expects to graduate at the end of a semester must file a formal application for graduation in the Office of the Registrar, Shuster Hall, Room 105, by the deadline published each semester in the Schedule of Classes. If the student does not graduate, he/she must refile for graduation in any subsequent semester in which graduation is anticipated.

Any incomplete grades (INC) on the graduate student's transcript must be resolved prior to the date of graduation. To resolve incomplete grades, students must either complete and hand in the missing work or, if the courses in question are not required for the degree, indicate to the Office of the Registrar that they do not intend to complete the work. Students who choose not to make up the missing work are required to sign a statement in the Registrar's Office indicating their awareness that INC grades remaining on the transcript can never be changed to letter grades.

This policy applies even if the course in question is not applicable toward the degree being awarded, and even if the one-year time limit for finishing incomplete grades has not expired. The transcripts of graduated students are sealed at the time of graduation, and no changes can be made after the graduation date.

Students cannot graduate if the indication “Z” appears in place of a grade on their transcript. The “Z” indicates that the faculty member teaching that particular course did not submit a grade to the Office of the Registrar. The student is responsible for contacting either the faculty member or the department chair to ensure that a grade is submitted.

**Maintenance of Matriculation Fee**
Effective: Fall 2019
Students not enrolled in courses in the Fall or Spring semester who need to maintain matriculation, are required to enroll for maintenance of matriculation and pay the appropriate fee. Students should enroll and pay this fee during the semester of absence. In the semester in which the degree is to be awarded, students must be either registered in courses or maintaining matriculation. The maintenance of matriculation fee cannot be waived.

**Seven Year Inactivity**
Any graduate student with seven years of inactivity from the College will have his/her record closed. Students may not use coursework from a closed graduate record, and the courses may not be applied towards future graduate programs.

**Academic Advising**
For graduate students, academic advising occurs at two levels:
- Each graduate program at Lehman College has at least one academic adviser to help in planning students' programs. Graduate students should consult frequently with their Program Adviser for information regarding their specific master's degree program, and they MUST see their Program Adviser before registering each semester. Frequent advisement is critical for acquiring up-to-date information and for monitoring progress toward the master's degree.
- The Office of Graduate Studies (Shuster Hall, Room 279, provides information and advisement regarding College-wide academic policies and procedures. Matters addressed by this office also include appeals (except grade appeals), changes of grade, academic retention and probation, academic standards, and transfer credit policies.

**Registration Information**
Information regarding registration appointments are emailed to students. With the implementation of CUNYfirst, students can view their appointment on their CUNYfirst Student Self-Service Student Center. Students may begin enrolling any time after their registration appointment date until 11:59pm the day before the semester begins without being charged a late registration fee.

Registration for Graduate Courses

Most graduate programs require class permission(s) from the Graduate Program Adviser in order to register for courses. Consult the department for registration advising hours.

Bursar’s Receipt

The bursar’s receipt is the only valid proof of registration in courses. Students are responsible for checking registration materials for any errors before submitting them to the Registrar for processing. For students registering by telephone, the system will repeat their course requests for verification. Report any error on the bursar’s receipt to the Business Office immediately, accompanied by a request for a corrected receipt. Keep all bursar’s receipts in case questions regarding registration arise at a later date.

Registration in Undergraduate Courses

Graduate students who are advised by their Program Adviser to register for undergraduate courses should consult with the Office for Graduate Studies for registration assistance.

Undergraduate credits earned are not part of the graduate degree requirements and do not count toward the graduate degree. Graduate students pay undergraduate tuition. A graduate student may not register in a given semester solely for undergraduate courses unless he/she obtains permission from both the Graduate Program Adviser and the Office of Graduate Studies.

Registration in Out-Of-Program Courses

A student who has been admitted to a specific graduate program, or has been given permission to take certain specific graduate courses, may not automatically register for other courses in other programs. Students may do so only if they obtain written permission from the graduate adviser in the second program and receive permission from the Office of Graduate Studies.

Registration in Courses at Other CUNY Colleges

Matriculated graduate students may take courses at other CUNY colleges with the permission of the Graduate Program Adviser or department chair and from the Office of Graduate Studies. (See Courses Taken on Permit) Permits and details regarding their use may be obtained from the Office of the Registrar, Shuster Hall, Room 112. Students must also contact the host college with regard to registration requirements. Graduate students from other CUNY colleges who wish to register at Lehman must file a non-matriculant application with the Office of Graduate Admissions (Shuster Hall, Room 150) and submit a permit from the Registrar of the home college. The admission fee is waived for students attending Lehman College on permit.

Residency Requirement

Graduate students in master’s degree programs must complete as matriculated students at least one-half of the total graduate credits required to complete their Lehman College master’s degree program, or 18 graduate-level credits, whichever is greater.

Graduate students in certificate programs must complete at least one-half of the graduate-level credits required to complete their certificate program as matriculated students at Lehman College. This minimum number of credits to be taken after matriculation is known as the Residency Requirement. Due to the varied credit requirements of Lehman’s graduate programs, students will generally have to complete somewhat more than the minimum residency requirement in order to graduate. No interpretation of this policy shall supersede the policy regarding Transfer of Credit outlined elsewhere in this graduate bulletin.

Six (6) credits of the Residency Requirement may be taken as permit classes at other CUNY colleges offering appropriate master’s-level courses (see Permit Courses). Courses taken at non-CUNY institutions will not be counted toward the Residency Requirement. No part of the Residency Requirement may be satisfied using courses taken prior to matriculation at Lehman College or courses taken as part of a previously awarded master’s degree program.

Exception:
Master's degree candidates from the Graduate School and University Center of The City University of New York (CUNY Graduate Center) may transfer to a senior college and complete the requirements for a master's degree, receiving credit for all graduate work satisfactorily completed at the Center.

Awarding Credit for Same Courses in Different Degree Programs

It is appropriate to give credit for the same coursework in instances where there may be overlap in degree requirements under the following conditions: (a) studies in a second field has been completed in a time span greater than required for one degree; and (b) when competencies gained are in essentially different areas.

Graduate Advanced Standing

Advanced Standing is awarded based on a review of applicable undergraduate (or) graduate degrees completed. Credits which are applicable to a subsequent graduate program at Lehman College may be posted as Advanced Standing credits on the official graduate transcript. Regardless of academic or professional background, all students are required to fulfill the residency requirement of Lehman College.

All students requesting advanced standing must fill out the Graduate Advanced Standing application form and submit the appropriate official transcripts during their first semester of study.

Requests for Advanced Standing depends upon the assessment of the Program Director and the Office of Graduate Studies. No evaluation can be performed or credit granted until the student has matriculated in a graduate program at Lehman College. The submission of an application for Advanced Standing does not guarantee approval, and all decisions are final and not subject to appeal.

Transfer of Credit

Effective: Fall 2020

It is strongly encouraged that students who wish to have graduate credits transferred should apply during their first semester in attendance as a matriculated graduate student at Lehman using the Application for Transfer of Graduate Credit form available in the Office of Graduate Studies (Shuster Hall, Room 279). All credits to be applied toward a Lehman College master's degree are subject to the approval of the academic graduate adviser (or department chair) from the student's academic program and the Office of Graduate Studies. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated.

The following courses are eligible for transfer:
- Graduate courses taken at other accredited colleges where no degree has been awarded. (12 credits maximum)
- Graduate courses taken at Lehman College as a non-degree student. (12 credits maximum)
- Courses applied toward a previously awarded and accredited graduate degree. (6 credits maximum)
- Graduate courses taken at Lehman College as an approved student. (12 credits)

The following transfer credit regulations apply to all matriculated Lehman College graduate students:
- With appropriate permission, a maximum of 12 credits in total may be transferred toward a Lehman master's degree.
- Only six credits counted toward a previously awarded master's degree are eligible for transfer.
- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Grades of B or better in courses taken outside of Lehman College are required for eligibility.
- Capstone clinical experiences such as student teaching, internship, or practicum in education, theses, and other, culminating master's degree projects taken at Lehman College or at institutions outside of Lehman are not considered for transfer to Lehman College master's degree programs.
- Students matriculated in Social Work may request transfer credits only toward the special topics/elective requirement.

When students have taken more than 12 credits prior to matriculation, Lehman College courses will be given priority, provided they meet the College's requirements.

Advanced Certificate or Extension Program

Transferring credits from/into an advanced certificate or extension program are subject to: the approval of the academic graduate advisor and Office of Graduate Studies, the regulations of the Lehman program in which the student is matriculated, and the guidelines of the College's Residency Requirement.

The following additional limitations apply:
- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Grades of B or better in courses taken outside of Lehman College are required for eligibility.
- Courses taken five years or more prior to matriculation at Lehman are not considered for transfer.

NOTE: Students who have completed nine (9) or more credits prior to matriculation at Lehman, seek a second master's degree, or wish to apply their advanced certificate towards a master's degree are advised to fill out the application for matriculation at the earliest possible date.
Transfer of Credit Prior to Fall 2020

Courses Taken on Permit at Other CUNY Institutions

With appropriate permission, matriculated graduate students may take master's-level courses on permit at other colleges of The City University of New York and apply the credit toward the Lehman master's degree. Grades earned in these courses are treated the same as grades earned at Lehman College and are subject to the same restrictions. Grades in courses taken on permit will be recorded on the Lehman College transcript and will count in the computation of the Grade Point Average. No more than six (6) credits taken as permit classes may be counted toward the Residency Requirement.

Permits and details regarding their use are available from the Office of the Registrar, Shuster Hall, Room 112. All courses taken on permit must be approved by the Graduate Program Adviser or the department chair and the Office of Graduate Studies.

Credit Loads

Credit Loads

A full-time program of coursework for graduate students requires a minimum of 9 academic credits or a combination of academic and equivalent credits for a total of 9 credits in any semester. A full-time program of coursework for doctoral students requires a minimum of 7 academic credits or a combination of academic and equivalent credits for a total of 7 credits in any semester. Students may take no more than 18 credits of graduate work in any Fall or Spring semester without approval from the Graduate Studies office. Graduate-level international students admitted to the United States on student Visas are required to complete at least nine (9) academic or equivalent credits each Fall and Spring semester. Doctoral-level international students admitted to the United States on student Visas are required to complete at least seven (7) academic or equivalent credits each Fall and Spring semester.

Certification of Full-Time Status

A matriculated graduate student may be certified as in full-time attendance in any semester when taking at least 9 academic credits or a combination of academic and equivalent credits for a total of 9 credits. A matriculated doctoral student may be certified as in full-time attendance in any semester when taking at least 7 academic credits or a combination of academic and equivalent credits for a total of 7 credits. Students may receive 1–6 equivalent credits for such activities as teaching assistantships, research assistantships, thesis research and writing, preparation of the comprehensive examination, and fieldwork. Departments are responsible for documenting credit equivalencies.

Academic credits are prescribed in the departmental degree requirements in the Graduate Bulletin and contribute to the total credits required for the master's degree. Equivalent credits are never accepted toward the total credits required for the master's degree.

Grading Policies

Grades as submitted, to and recorded, in the Office of the Registrar are the sole judgment of the instructor. Students may not raise their grades by completing extra work after the final grade has been recorded. Occasional grading errors do occur, and these errors are corrected by submitting a grade correction form/request. Students who believe a grade is unfair may file a departmental grade appeal (see "Appeals" in this chapter of the Bulletin).

Attendance Policy

Students are expected to attend classes regularly. Instructors, as well as departments or degree programs, may establish specific attendance requirements. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid must be certified as attending classes regularly to maintain their eligibility.

Continuation

Students, once accepted to an academic program, are subject to any continuation requirements as determined by their academic department. Such requirements are outlined in the pages in this bulletin that relate to the academic departments. Continuation requirements may include, but are not limited to, minimum overall Grade Point Average, minimum semester Grade Point Average, minimum grades to be achieved in specific courses, completion of all prerequisite and corequisite courses, attendance and performance at fieldwork sites, purchase of liability
insurance, and submission of required test scores. Failure to meet continuation requirements may result in additional required coursework over and above that outlined in the program requirements, repetition of designated classes for no academic credits, stopping out for one or more semesters, or termination of enrollment in the master's degree program.

Change of Grade Policy and Process

Change of Grade Policy and Process
Change of Grade Policy and Process
The purpose of this policy is to establish guidelines for change of grade and associated deadline and thereby facilitating timely progress to degree completion and compliance with financial aid requirements that all courses taken contribute to degree completion. This policy is intended to reflect the University’s commitment to the student success goals and the requirements of New York State’s Regulations of the Commissioner of Education.

Application for a change of grade, assigned by a member of the faculty, may be made at any time within one year from the end of the semester in which the course was taken. Either the student or the instructor may make this request. The procedures outlined below applies to the change of passing letter grades, PEN, F, FIN, WU. Grades cannot be changed once a student has graduated and their academic record is closed.

Change of Final Grade
• Faculty members who initiate such a change must file a Change of Grade Form (paper or secure online form), including the reason for the change, follow campus changes of grade approval process, and forward the completed form to the Office of the Registrar, who will process the change and notify the student and faculty.

• Undergraduate grade change request over one academic year requires the approval of the Grade Appeals Committee (or campus equivalent.)

• Graduate change of grades over one academic year requires the approval of the Dean of Graduate Studies (or campus equivalent.)

Change of INC to Administrative FIN
• Campus Registrar assigns the grade of FIN when an INC (Incomplete) remains unresolved at the end of the semester following the semester in which the course was taken (exclusive of Summer Term.)

• The student or the instructor may appeal this administrative action. Graduate Students who receive an Incomplete (INC grade) must fulfill their academic obligation within one calendar year (or earlier campus deadline) of the end of the semester in which the grade of Incomplete is given.

• Incompletes unresolved in the above-mentioned time-period will become FIN in students’ records and may not be changed thereafter.

Change of PEN to Final Letter Grade
• The “PEN” grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. ‘PEN’ is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student’s grade in abeyance pending the outcome of the academic review process. Final determination of a grade will depend on final evaluation by the instructor or the outcome of the college’s academic review process. PEN grade must be resolved to letter grade by the end of the semester following the semester in which the course was taken.

Student Appeal
• Students are strongly encouraged to first communicate with the professor of the course. If that conversation does not remedy the situation, or if students choose to not follow that route, then students who think that a final grade was issued erroneously may file a grade appeal. Appeals must be filed within 30 calendar days of grade assignment in CUNYfirst.

Faculty Appeal
• An appeal instituted by a member of the faculty to change an administrative FIN must indicate that the work required to resolve the INC grade was in the instructor’s possession prior to the INC deadline date. Appeals must be filed within 30 calendar days of FIN grade assignment in CUNYfirst.

Grade Appeals Process
• Student or Faculty request shall be reviewed by the department grade appeals committee (or campus equivalent.) The departmental shall review the matter and make a recommendation to the faculty member within 30 calendar days.

• If the departmental grade appeals fail to make a recommendation to the faculty member within 30 calendar days, the grade appeal will be escalated to the college-wide grade appeals committee (or campus equivalent.)

• The college-wide grade appeals committee (or campus equivalent) shall have 30 calendar days to make a recommendation to the department and faculty member.

• The faculty member, upon receipt of the department or college-wide committee’s recommendation, must render a judgment within 15 calendar days and communicate in writing/via online form to the Campus Registrar his or her decision to either sustain the grade or submit a grade change.

This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools Effective Fall 2021.

The complete memorandum for the CUNY Uniform Grade Glossary, Policies, and Guidelines may be found here.

Cumulative Grade Point Average
In order to be awarded a master's degree, a graduate student must finish his/her program with a cumulative Grade Point Average (GPA) of 3.0 (B) or better. Grades counted in the cumulative GPA must be earned in graduate-level courses taken at Lehman College or in graduate courses taken on permit at CUNY institutions, and all courses must appear on the student's Lehman transcript.

All grades in graduate-level courses will be counted in computing the GPA with the following exceptions:

- Grades earned in courses given by other institutions for which transfer credit has been allowed.
- Grades earned in undergraduate courses taken for undergraduate credit.
- Grades earned in graduate-level courses can be excluded from the GPA only through a successful appeal supported by Office of Graduate Studies and submitted to the Graduate Studies Committee (see "General Appeals" in this chapter of the bulletin). Graduate courses taken five (5) or more years prior to the current matriculation, or grades earned in courses unrelated to the current master's degree program, are excluded only upon appeal.

**Discontinued Grades and Grade Symbols**

**Discontinued Grades & Grade Symbols**

The following symbols have been implemented as prefixes to grades in the student system to identify repeated courses including the application of the F grade repeat policy and Board approved variance, as well as to indicate a grade's impact on GPA and credit accumulation. CUNYfirst College have retired the use of these prefixes as they went live in CUNYfirst. Converted records will continue to display with the legacy prefix designation in CUNYfirst.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp;</td>
<td>Repeated course which counts in the GPA but does not count in credits completed</td>
</tr>
<tr>
<td>*</td>
<td>Course does not count in the GPA and does not count in credits completed</td>
</tr>
<tr>
<td>#</td>
<td>Replacement grade, F grade policy, does not count in cumulative GPA</td>
</tr>
<tr>
<td>@</td>
<td>Repeat F grade policy, does not count in GPA, does count in credits completed</td>
</tr>
</tbody>
</table>

The following grades are no longer in use and have been removed from the legend of grade symbols. Colleges may not use any symbol which is no longer in use and therefore not included in the glossary. Values have been defined in this document for historical purposes of computation on existing transcripts.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>Current course registration/course in progress</td>
</tr>
<tr>
<td>ABS</td>
<td>Absent from the final; make-up exam permitted.</td>
</tr>
<tr>
<td>E</td>
<td>Excellent. (At LaGuardia Community College only)</td>
</tr>
<tr>
<td>FAB</td>
<td>F from absent –used when the ABS grade reverts to an F grade.</td>
</tr>
<tr>
<td>FPN</td>
<td>F from pending –used when the PEN grade reverts to an F grade.</td>
</tr>
<tr>
<td>G</td>
<td>Good. (At LaGuardia Community College only)</td>
</tr>
<tr>
<td>H</td>
<td>Honors. (Used only at Richmond College and only for students who began in Spring 1975 or earlier.)</td>
</tr>
<tr>
<td>J</td>
<td>Failure for non-academic reasons.</td>
</tr>
<tr>
<td>K</td>
<td>Condition course completed. (This is not a grade.)</td>
</tr>
<tr>
<td>NF</td>
<td>Failure in a non-academic course. (At York College only)</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrew Failing. Student participated in an academically related activity at least once</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrew passing.</td>
</tr>
<tr>
<td>X</td>
<td>Non-punitive failure</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by the instructor – a temporary grade which is assigned by the registrar pending receipt of the final grade from the instructor</td>
</tr>
</tbody>
</table>

The complete memorandum for the CUNY Uniform Grade Glossary, Policies, and Guidelines may be found [here](#).
The following glossary of uniform grading symbols shall be employed according to the interpretation provided below. Grades are assigned based on the definitions contained herein. Individual units of the University need not employ all symbols but must adhere to the following interpretation for those employed and may not use any symbol that is not included in the glossary. Quality points are to be used to calculate the grade point average (GPA) or index. A dash "--" indicates that the grade does not carry a numerical value and is not to be included in the GPA. Plus ("+") and minus ("-"") grades shall be interpreted as equivalent to "+0.3" and "-0.3", except as noted.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Exceptional</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.70</td>
</tr>
<tr>
<td>AUD</td>
<td>Auditor, Listener</td>
<td>-</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Good</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Satisfactory</td>
<td>1.70</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Earned</td>
<td>-</td>
</tr>
<tr>
<td>D+</td>
<td>Passing</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Passing</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>Failure/Unsuccessful Completion of Course</td>
<td>0.00</td>
</tr>
<tr>
<td>FIN</td>
<td>F from incomplete. <em>To be used when INC grade lapses to an F grade</em></td>
<td>0.00</td>
</tr>
<tr>
<td>H</td>
<td>Honor. Hunter College School of Social Work only</td>
<td>-</td>
</tr>
<tr>
<td>INC</td>
<td>Term's work incomplete (temporary grade)</td>
<td>-</td>
</tr>
<tr>
<td>NC</td>
<td>No credit granted</td>
<td>-</td>
</tr>
<tr>
<td>NRP</td>
<td>No Record of Progress. Exclusive to Dissertation Supervision at the Graduate Center Only</td>
<td>-</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>-</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending (temporary grade)</td>
<td>-</td>
</tr>
<tr>
<td>R</td>
<td>Course must be repeated; minimum level of proficient not attained. <em>Restricted to noncredit, remedial, and to developmental courses</em></td>
<td>-</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>-</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory progress. <em>Restricted to thesis and research courses requiring more than one semester for completion (temporary grade)</em></td>
<td>-</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew. <em>Student participated in an academically related activity at least once</em></td>
<td>-</td>
</tr>
<tr>
<td>WA</td>
<td>Administrative Withdrawal. <em>Non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date. Student participated in an academically related activity at least once</em></td>
<td>-</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrew Drop (Dropped after FA cert date during the program adjustment period. Student participated in an academically related activity at least once)</td>
<td>-</td>
</tr>
<tr>
<td>WN</td>
<td>Never participated in an academically related activity</td>
<td>-</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially. <em>Student participated at least once in an academically related activity</em></td>
<td>-</td>
</tr>
<tr>
<td>Y</td>
<td>Year or longer course of study must continue to completion (temporary grade)</td>
<td>-</td>
</tr>
</tbody>
</table>

The complete memorandum for the CUNY Uniform Grade Glossary, Policies, and Guidelines may be found [here](#).

**Grade Point Average (GPA) Computation Formula**
Quality points (QP) are calculated by multiplying the credit value of each course by the numerical value of the grade received, 4.0 to 1.7 for grades A through C-, and 0 for F or WU. (See the following table.)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Credits Attempted</th>
<th>Total Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (4.0)</td>
<td>8.0 QP</td>
<td>2 CR</td>
<td>16.0 QP</td>
</tr>
<tr>
<td>A- (3.7)</td>
<td>7.4 QP</td>
<td>3 CR</td>
<td>14.8 QP</td>
</tr>
<tr>
<td>B+ (3.3)</td>
<td>6.6 QP</td>
<td>4 CR</td>
<td>13.2 QP</td>
</tr>
<tr>
<td>B (3.0)</td>
<td>6.0 QP</td>
<td></td>
<td>12.0 QP</td>
</tr>
<tr>
<td>B- (2.7)</td>
<td>5.4 QP</td>
<td></td>
<td>10.8 QP</td>
</tr>
<tr>
<td>C+ (2.3)</td>
<td>4.6 QP</td>
<td></td>
<td>9.2 QP</td>
</tr>
<tr>
<td>C (2.0)</td>
<td>4.0 QP</td>
<td></td>
<td>8.0 QP</td>
</tr>
<tr>
<td>C- (1.7)</td>
<td>3.4 QP</td>
<td></td>
<td>6.8 QP</td>
</tr>
<tr>
<td>F (0.0)</td>
<td>0.0 QP</td>
<td></td>
<td>0.0 QP</td>
</tr>
<tr>
<td>WU (0.0)</td>
<td>0.0 QP</td>
<td></td>
<td>0.0 QP</td>
</tr>
</tbody>
</table>

- Add the number of credits taken, including those with F or WU grades.
- Divide the total number of quality points by the total number of credits attempted. This final figure is the GPA.

Both matriculated and nonmatriculated graduate students must maintain a minimum GPA of 3.0 to remain in good standing at Lehman College. Matriculants require a minimum GPA of 3.0 for graduation. Undergraduate-level courses and courses transferred from other institutions are not included in computing the GPA.

Sample G.P.A. Computation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Credits Attempted</th>
<th>Total Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>x</td>
<td>6</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>x</td>
<td>5</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>x</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>x</td>
<td>2</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>x</td>
<td>4</td>
</tr>
<tr>
<td>F, WU</td>
<td>0</td>
<td>x</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Total Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>85.9</td>
</tr>
</tbody>
</table>

**Number of credits taken = 31**

**Division of 85.9 (sum of quality points) by 31 = 2.77 G.P.A.**

**INC Grades**

The grade of INC is awarded only when the course requirement has not been completed for good and sufficient reasons and when there is a reasonable expectation that the student can successfully complete the requirements of the course. The INC grade covers any failure to complete all requirements for a course, such as submitting a paper or taking a final examination. For an instructor to grant an INC, the student must...
Continuation and Dismissal

A graduate student who receives a grade of INC (incomplete coursework) has a maximum of one year from the time the INC was entered on the transcript to collaborate with the instructor and complete the work. An INC grade entered in a fall semester, for example, must be completed before the end of the next fall semester. An INC grade that has not been made up within one year will change to a FIN grade (failure to complete coursework), remains permanently on the record, and counts as an F in computing the Grade Point Average.

A graduate student will receive a hold, issued by the Office of Graduate Studies, that will prevent registration for insufficient progress towards degree completion if two or more INC and FIN grades are acquired. Stops are removed once the student satisfies incomplete coursework. INC grades cannot be made up after the student graduates (see also "Graduation Procedure").

SP Grade Option for Satisfactory Progress

The Satisfactory Progress (SP) Grade Option is part of Lehman’s grading system. This new grade option will be restricted to certain graduate-level fieldwork, thesis, or research courses requiring more than one semester for completion.

The SP grade only will be valid for one year. Within the one-year period, a student is expected to continue making sufficient progress. When the work is completed the instructor will submit a Change of Grade form indicating the letter grade earned. If a student fails to complete the coursework within the year, the SP grade will change to a grade of INC. From that point a student must comply with incomplete coursework (INC grade policy).

WU and F Grades Policy

A withdrawal after the financial aid certification date or program adjustment period is assigned the grade of “WD” (Dropped) or “WN” (Never Participated), or “W” (Withdraw) or “WU” (Withdraw Unofficially). Currently WD, W, WN are not academically punitive grade i.e., these grades do not impact student GPA. For Title IV purpose University uses our Grading policy for compliance with R2T4 regulations.

Effective Fall 2021, the WU grade will not have punitive impact on a student's GPA. The WU grade will continue to be used to denote Unofficial Withdrawal. This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools.

A grade of “F” is a failure grade given to a student who completed the class and failed. This grade is assigned for work that in the judgment of the instructor does not deserve college credit. This grade is calculated in the GPA as zero and no credit will be earned.

The complete memorandum for the CUNY Uniform Grade Glossary, Policies, and Guidelines may be found here.

Good Academic Standing and Probation

All graduate students, regardless of matriculation status, are expected to make appropriate academic progress and maintain a 3.0 (B) cumulative average or better in their courses. Grades of B-, C+, and C, while considered meeting course completion requirements, are considered marginal progress outcomes. Students earning a marginal progress grade in selected courses may be required to repeat and achieve a satisfactory progress grade in these select courses to continue in the program of study. (See specific program course descriptions for requirement details.) Students may also be asked by their academic adviser to take a lighter course load until the GPA is improved.

Matriculated and non-matriculated students in special funded programs need to contact the program coordinators for details regarding their eligibility and continuation requirements.

Graduate students will be placed on probation if their cumulative GPA falls below 3.0. After attempting 9 or more graduate credits, those whose G.P.A. falls to or below a 2.50 (2.70 or lower in some programs) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the academic department must accompany such appeals.

When a student is on academic probation, a probation indicator is placed by the Office of Graduate Studies. The probation indicator prevents affected students from registering until appropriate academic advisement takes place. Once an appropriate academic plan is agreed upon, the Office of Graduate Studies will lift the probation indicator so that the student may register for the current term. The probationary indicator will be replaced for future registration(s) or until the cumulative GPA is raised to 3.0 or above.

During the probation period, students may only enroll in courses that satisfy the degree curriculum.

A student may be on probation only once during their course of study. Students on probation, who achieve a semester index of at least 3.2 for each semester of probation and earn 100% of all credits attempted, will be permitted to extend his/her probationary period for a maximum of three registered terms.

Students who have met all graduation requirements except the possession of an earned cumulative GPA of 3.0 will be permitted to file an appeal for an additional semester of eligibility.

Graduate students on academic probation are not issued a graduate degree or advanced certificate.

Furthermore, students on academic probation may not take the comprehensive examination, or submit a thesis unless specific approval is granted by the academic department.

Continuation and Dismissal
If the cumulative GPA remains below 3.0 at the end of the probation period, the student will be dismissed from the College. The decision to dismiss is not taken lightly and involves discussion between the academic department and the Office of Graduate Studies. Once a decision to dismiss is made, notification of dismissal is sent by the Office of Graduate Studies. Graduate students who have been dismissed at the end of the probationary period will be allowed to continue in their program only upon successful appeal to the Office of Graduate Studies. The appeal must contain a written letter of support from the program advisor or Chair in the academic department.

**Admission with Conditions**

Students matriculated with conditions may be subject to more stringent academic requirements, including (but not limited to) the denial of the probationary period and the need to maintain a Grade Point Average higher than 3.0. Applicable conditions are set forth in the student's acceptance letter.

**Satisfactory Academic Progress**

For Financial aid purposes a student is considered to have achieved Satisfactory Academic Progress (SAP) when they possess:

- A cumulative GPA of 3.0 or higher,
- Have earned credits toward graduation from 67% of all course work attempted,
- and have attempted no more than 150% of the credits required graduation.

In order to receive Title IV Federal Financial Aid, a graduate student must be making Satisfactory Academic Progress as previously defined. Students whose financial aid is denied for reasons of insufficient academic progress may file a written appeal with the Office of Graduate Studies.

**General Appeals**

For a waiver of any of the College's regulations pertaining to graduate study, a student may petition the Graduate Studies Committee. Appeals are granted only for compelling reasons. To launch an appeal, students must submit a completed appeal form, available from the Office of Graduate Studies (Shuster Hall, Room 279), including a complete explanation of the issues involved and any relevant supporting documents. Supporting documents may include birth certificates, death certificates, letters from physicians, letters of support from faculty, and any documents that bear upon the case in question.

**Withdrawal from Courses**

The grade of W (withdrawal without penalty) is assigned only when a graduate student officially withdraws from a course in CUNYfirst, Self-Service Student Center before the published deadline for each term. No faculty member or program adviser can withdraw a student from a course. After the published deadline, students wishing to withdraw from a course without penalty can do so only by appealing successfully to the Office of Graduate Studies, Shuster Hall, Room 279 (see “Appeals” in this chapter of the bulletin). When students withdraw unofficially, i.e., the student simply stops attending class without completing the withdrawal procedure, the grade of WU is assigned for the course. This grade counts as a failure in computing the cumulative Grade Point Average.

**Grade Appeals**

A graduate student dissatisfied with his/her course grade should first discuss the situation with the instructor who assigned the grade. If the student is still not satisfied that the grade is fair, he/she should then consult the Graduate Program Adviser for the department in which the course was offered. The Graduate Program Adviser will then attempt to resolve the disagreement.

If the student is still dissatisfied, or if the program adviser was the instructor who assigned the grade originally, the student should appeal in writing to the department chair. If the chair is the instructor of the course in question, the senior member of the department Personnel and Budget Committee will act for the chair.

The chair will appoint a Graduate Grade Appeal Committee consisting of three faculty members from the department, all of whom have taught graduate courses. The Graduate Program Adviser may not serve on this committee.

The committee will examine all materials relevant to the appeal, submitted by both the instructor and the student, and will prepare a written report of its findings, either sustaining the original grade or recommending a change.

The chair will notify the student, the instructor, and the Office of Graduate Studies of the Committee's decision. If the Committee recommends a grade change, the chair will forward that recommendation (A-1) with the decision.
Lehman College

Grade appeals must be initiated in the semester following the entry of a permanent grade, and no grades can be changed after the date of graduation. The decision of the Graduate Grade Appeal Committee is binding on all parties.

Academic Integrity

The most common but not the only forms of academic dishonesty are cheating on examinations and plagiarism, which is the appropriation of the words or ideas of another person, whether taken from print or electronic media, which are then passed off as one's own. When academic dishonesty is suspected, the instructor will inform the student of his suspicions and the student's rights to:

- Receive any charges in writing;
- Remain silent without assumption of guilt;
- Receive from the instructor a copy of the Academic Integrity Statement; and
- Be advised of the instructor's intended sanction. The instructor and student may resolve the situation, either by agreeing that the suspicions are unfounded or agreeing upon a sanction. Any sanction agreed upon at this point must be reported, together with the charges, to the department chair and to the Office of Graduate Studies. The instructor must report these facts in writing. If no agreement is reached between the student and the instructor, the instructor must report in writing his intended sanction to the department chair and to the student as soon as possible. Then:
  - The student may appeal in writing to the department chair within three weeks of receiving notice of the intended sanction. If the chair is the instructor in question, the senior member of the department's Personnel and Budget Committee will act for the chair.
  - The chair will appoint a committee of three Lehman faculty members from his/her department to adjudicate the matter within three weeks by majority vote.
  - The Committee will send a written notification of its decision to the department chair, the student, the instructor, and the Office of Graduate Studies.
  - Either the instructor or the student has the right, within three weeks of receipt of notification, to appeal the department decision in writing to the Senate Committee on Graduate Studies. The decision of this committee is final. No further appeals are permitted. The committee will notify the department chair, the student, the instructor, and the Office of Graduate Studies of its decision. If any part of the three-week period falls outside the regular semester, the first three weeks of the next regular semester shall apply.
  - The Office of Graduate Studies will keep all records of such proceedings on file until the student's graduation, at which time the records will be destroyed.

If the charge of academic dishonesty is upheld, disciplinary penalties may be recommended by the Vice President of Student Affairs to the hearing panel composed of members of the Faculty-Student Disciplinary Committee, pursuant to the due process provisions of the Board of Trustees' Bylaws (Article 15.3). Such penalties, which may be imposed only through the Bylaws process, include but are not limited to: 1) suspension from the College or 2) expulsion from the College.

Admission to Graduate Degree Programs

Matriculants

A matriculant (degree student) is one who has received formal written acceptance by the College and department for work toward a specific graduate degree. Candidates for a Lehman graduate degree will be admitted unconditionally if they have no deficiencies in prerequisite undergraduate coursework and meet all other College and departmental entrance requirements. Conditional admission to matriculated status may be offered to applicants who have deficiencies in prerequisite undergraduate coursework, or who lack the minimum Grade Point Average. "Conditions" are defined, at the time of admission, as a limited number of specific undergraduate courses (normally, either a maximum of 6 credits that must be completed within one year or a maximum of 12 credits that must be completed in three semesters), or a Grade Point Average that must be maintained during either the first or the first two semesters of matriculation.

General Admission Requirements for Matriculants

To be admitted, an applicant must:

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university. Submit official transcript(s) from all post-secondary institutions. Foreign transcripts must be evaluated by a Foreign Transcript Evaluation Agency. Approved evaluation agencies can be found on the National Association of Credential Evaluation Agencies website (www.naces.org). Official transcripts and other documents in languages other than English must be accompanied by a notarized English translation. The evaluation and translation should be completed 8-10 weeks prior to the deadline. Students in their final undergraduate semester should submit the official transcript of coursework completed to date. Upon graduation, students must present additional transcript showing the degree awarded. Lehman graduates who have attended other colleges are required to submit official transcripts from those colleges.
2. Have demonstrated the potential to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole (higher in some programs). For more specific information, see the Graduate Program Adviser.
3. In all but education programs, have taken a minimum of 18 credits of previous work acceptable to the appropriate department in the proposed graduate major. For education programs, consult the departmental Graduate Program Adviser.
4. Submit a 500-word essay outlining your career goals.
If applying to the program in Accounting or Business, submitting an acceptable score on the Graduate Management Aptitude Test (GMAT) is optional.

If applying to the English program, History program, Public Health program or Speech program, submit a score on the Graduate Record Examination (GRE).

Submit letters of recommendation as required by the individual program.

If conditionally admitted, satisfy the conditions within the specified time period.

Meet additional departmental admission requirements, as specified.

If submitting academic records from a non-English speaking country, demonstrate competency in English through TOEFL IBT score of at least 61 or the Academic IELTS score of at least 6 (higher for some programs).

Nonmatriculants
A non-matriculant (non-degree student) is one who may take courses for credit but has not been formally admitted to a degree program. Under this status, students are not eligible for any degree at Lehman College, nor does coursework taken as a non-matriculant guarantee admission to a degree program. If subsequently admitted to a degree program, the student can, with the approval of the Graduate Program Adviser(s), count a maximum of 12 credits earned as a non-matriculated student toward the degree.

Admission Requirements for Nonmatriculants
To register for courses as a non-matriculant, an applicant must:

1. Possess a bachelor's degree from an accredited college or university. Submit a transcript showing the award of an undergraduate degree.
2. Have a minimum undergraduate average of B- (School of Education program applicants must have a minimum undergraduate average of B)
3. To take graduate courses in Accounting, submit an acceptable score on the Graduate Management Aptitude Test (GMAT).
4. Obtain the approval of the department's graduate adviser. Please note that not all programs accept non-degree seeking students.
5. If submitting academic records from a non-English speaking country, demonstrate competency in English through TOEFL IBT score of at least 61 or IELTS score of at least 6 (higher for most programs).

Students Without Bachelor's Degrees and Special Students
Professionals of exceptional ability may be admitted to graduate courses in the arts even though they have not earned a bachelor's degree. The admission of a special student requires approval of the appropriate department chair and the College's Office of Graduate Studies. Special students are not eligible for any degree.

Lehman Undergraduates
With program approval undergraduate students with a declared major who are not registered for a dual degree program, have completed at least 90 credits with a cumulative GPA of 3.0 or above and who satisfy necessary pre-requisites may enroll in a total of twelve graduate credits during their senior year.

Graduate courses may not count towards Pathways requirements or the residency requirement for the major/minor. Graduate courses will be counted towards the calculation of Dean's List, Presidential Scholars, and departmental honors.

Grading will occur on the following system: A, A-, B+, B, B-, C+, C, and F.

Tuition will be charged in accordance with the tuition and fee manual. Full-time undergraduate students who receive permission to take graduate courses will be charged the undergraduate tuition rate for graduate courses which are applicable to the student's undergraduate degree. (within the 120 credits required for graduation). If the student is part-time, the graduate rate will be charged for graduate courses and the undergraduate rate for undergraduate courses. Students receiving financial aid in the form of grants and/or loans should confirm that the additional charges will be covered by their aid by speaking to a Financial Aid Counselor.

Students who meet the eligibility requirements must get approval from the graduate program advisor and the Office for Graduate Studies. An Authorization Form is available from any graduate program advisor.

Applying for Admission
The online application for admission (matriculant and non-matriculant) may be found on the Office of Graduate Admissions' web page at http://www.lehman.cuny.edu/graduate-admissions/applying.php.

Once on the Lehman College homepage, do the following:
- Click on the "Admissions" link.
- Click on "Graduate," from the drop down menu and select "Apply Now."

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Once on the Lehman College homepage, do the following:
- Click on the "Admissions" link.
- Click on "Graduate," from the drop down menu and select "Apply Now."

Matriculants
A completed application for matriculation consists of the completed and submitted online application, official college transcripts of all past undergraduate and graduate work, letters of recommendation as required by the individual department, and, in some instances, test scores, i.e., the GRE, GMAT, TOEFL, G-NAT, OPI, and, in some programs, an interview or audition. The number of recommendations required, the topic(s) and format of the application essay, the particular test required, and whether or not a personal interview or audition is required can be determined by referring to the portions of this bulletin that describe the individual graduate programs.

Completed applications must be on-file in the Admissions Office for fall admission by February 15 (Speech-Language Pathology and Social Work), March 15 (School of Health Sciences, Human Services & Nursing and the School of Natural & Social Sciences), April 15 (School of Arts & Humanities and School of Education), May 30 (Liberal Studies) Applications for spring admissions must be on-file in the Admissions Office by October 1 (School of Health Sciences, Human Services & Nursing and the School of Natural & Social Sciences), October 15 (School of Arts & Humanities, School of Education, and Liberal Studies), Social Work, Public Health, Educational Leadership, and Counselor Education Programs accept applications only for fall admissions. For more information, call the Graduate Admissions Office at 718-960-8777.

 Admission to matriculated status requires review by the particular department the applicant wishes to enter. Only completed applications are put forward for faculty review.

Nonmatriculants
For applicants wishing to enter the College as non-matriculants, a completed application consists of the on-line application and college transcript(s) that show completion of an undergraduate degree and test scores (GRE/GMAT/TOEFL) if required. Applications from prospective non-matriculants may be accepted through the registration period only, subject to available space in the desired program.

Departmental Approval for Registration in Courses
All graduate students at Lehman College, should meet with their Graduate Program Advisor to ensure proper course selection, program planning, and in most cases to secure departmental approval. In most cases registration is not possible without department approval.

Students may contact the Office of Graduate Studies, graduate.studies@lehman.cuny.edu, for assistance identifying an advisor, registering for courses, and/or navigating CUNYfirst.

International Students
Lehman College is authorized under federal law to admit nonimmigrant- alien students. At Lehman, an “international student” is defined as any person studying in the United States on a nonimmigrant visa. The Test of English as a Foreign Language (TOEFL) is required for admission of international students, except for nationals of English-speaking countries. The required minimum TOEFL score is 500 for admission to Lehman and is higher in most fields. Information may be obtained from TOEFL/ Educational Testing Service, Princeton, NJ 08541-6151. Residents of English-speaking countries are exempt from taking the test.

All students on F-1 or J-1 visas must be full-time students every semester, carrying a course load of at least 9 credits, to qualify for and maintain this visa status. Form I-20 or IAP-66 will be issued to full-time students who have provided the required financial documentation to the Office of Admissions and have been admitted to the College. Qualified nonimmigrant aliens holding B (visitor) visas who wish to attend or have started attending Lehman College must apply through the International Student Adviser for a change of status to F (student) visa two months before their current B visa expires. The International Student Certification Officer can provide necessary documentation of the student’s status at Lehman.

The College will not be responsible for any interruption and/or termination of studies and will not refund tuition or fees should the student be unable to obtain the required student visa or transfer and be required to leave the country before the end of a term. Students concerned about their status may consult with the International Student Certification officer as soon as possible.

All prospective or new International Students with student visas must consult the International Student Certification Officer before registration. The officer will inform students about immigration regulations and procedures, currency exchange, off-campus housing, and related matters of special concern to international students.

Health
Students accepted for Lehman degree programs must have the physical and mental health that enables them to conform to all the College's academic requirements, including completion of the degree within a reasonable period.

Physical examinations are required by the College for programs and activities that may require certification of physical health.

Immunization Registration Requirement
Students who do not submit proof of measles, mumps, and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution. For additional information, contact the Health Services Center located in Room 188 of the T-3 Building at 718-960-8900.

Public Health Law 2165 requires that postsecondary students be immunized against measles, mumps, and rubella (MMR).

All registered full-time students and part-time students born on or after January 1, 1957 who are enrolled for at least six, but fewer than twelve semester hours (or equivalent) per semester in an approved degree program or registered certificate program must submit proof of MMR immunization. Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.
Lehman College

Public Health Law 2167 requires that postsecondary institutions provide written information about meningococcal meningitis to its students and that students complete, sign, and return a meningococcal meningitis response form. Public Health Law 2167 does not require that students be immunized against meningitis.

Public Health Law 2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination and students to complete, sign, and return to the college, a meningococcal meningitis response form that: (a) confirms that the college has provided the information about meningococcal meningitis; and (b) indicates that either: (1) the student has received immunization against meningococcal meningitis within the ten years preceding the date of the response form; or (2) the student has decided against receiving the vaccination. This law applies to students who are enrolled in at least six semester hours (or the equivalent) per semester. No student may be exempt from receiving information or returning the response form.

Prohibition on Submission of Fraudulent Admission Documents

The submission of documents in support of applications for admission, such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive is prohibited and is punishable by a five-year ban on applying for admission or five-year suspension from CUNY. A second violation is punishable by a lifetime ban on applying for admission or expulsion from CUNY.

Admission of Students Who May Pose a Risk to the College

The College reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College or the college community. That judgment will be based on an individualized determination taking into account any information the College has about a student's criminal record and the particular circumstances of the college, including the presence of a child care center, a public school or public school students on the campus. In addition, the College may consider factors such as the amount of time since the crime was committed; the amount of jail time served by the student; the number of years the student was on probation or parole; whether the student has satisfied probation or parole requirements at the time of the student's application; whether the student has completed drug, alcohol, sex offender or other treatment; and what work or educational experience the student has had after the conviction. Finally, if the student is known to have been assisted by a CUNY-sponsored or other re-entry program or initiative, the college will consult with a counselor or representative from said program.

Matriculants

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General Admission Requirements for Matriculants

To be admitted, an applicant must:

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university. Submit official transcript(s) from all post-secondary institutions. Foreign transcripts must be evaluated by a Foreign Transcript Evaluation Agency. Approved evaluation agencies can be found on the National Association of Credential Evaluation Agencies website (www.naces.org). Official transcripts and other documents in languages other than English must be accompanied by a notarized English translation. The evaluation and translation should be completed 8-10 weeks prior to the deadline. Students in their final undergraduate semester should submit the official transcript of coursework completed to date. Upon graduation, students must present additional transcript showing the degree awarded. Lehman graduates who have attended other colleges are required to submit official transcripts from those colleges.

2. Have demonstrated the potential to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole (higher in some programs). For more specific information, see the Graduate Program Adviser.

3. In all but education programs, have taken a minimum of 18 credits of previous work acceptable to the appropriate department in the proposed graduate major. For education programs, consult the departmental Graduate Program Adviser.

4. Submit a 500-word essay outlining your career goals.

5. If applying to the program in Accounting or Business, submitting an acceptable score on the Graduate Management Aptitude Test (GMAT) is optional.

6. If applying to the English program, History program, Public Health program or Speech program, submit a score on the Graduate Record Examination (GRE).

7. Submit letters of recommendation as required by the individual program.

8. If conditionally admitted, satisfy the conditions within the specified time period.

9. Meet additional departmental admission requirements, as specified.

10. If submitting academic records from a non-English speaking country, demonstrate competency in English through TOEFL IBT score of at least 61 or the Academic IELTS score of at least 6 (higher for some programs).
Nonmatriculants

A non-matriculant (non-degree student) is one who may take courses for credit but has not been formally admitted to a degree program. Under this status, students are not eligible for any degree at Lehman College, nor does coursework taken as a non-matriculant guarantee admission to a degree program. If subsequently admitted to a degree program, the student can, with the approval of the Graduate Program Adviser(s), count a maximum of 12 credits earned as a non-matriculated student toward the degree.

Admission Requirements for Nonmatriculants

To register for courses as a non-matriculant, an applicant must:

1. Possess a bachelor's degree from an accredited college or university. Submit a transcript showing the award of an undergraduate degree.
2. Have a minimum undergraduate average of B-. (School of Education program applicants must have a minimum undergraduate average of B.)
3. To take graduate courses in Accounting, submit an acceptable score on the Graduate Management Aptitude Test (GMAT).
4. Obtain the approval of the department's graduate adviser. Please note that not all programs accept non-degree seeking students.
5. If submitting academic records from a non-English speaking country, demonstrate competency in English through TOEFL IBT score of at least 61 or IELTS score of at least 6 (higher for most programs).

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The College will not be responsible for any interruption and/or termination of studies and will not refund tuition or fees should the student be unable to obtain the required student visa or transfer and be required to leave the country before the end of a term. Students concerned about their status may consult with the International Student Certification officer as soon as possible.

All prospective or new International Students with student visas must consult the International Student Certification Officer before registration. The officer will inform students about immigration regulations and procedures, currency exchange, off-campus housing, and related matters of special concern to international students.

Health

Students accepted for Lehman degree programs must have the physical and mental health that enables them to conform to all the College's academic requirements, including completion of the degree within a reasonable period.

Physical examinations are required by the College for programs and activities that may require certification of physical health.

Immunization Registration Requirement

Students who do not submit proof of measles, mumps, and rubella (MMR) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution. For additional information, contact the Health Services Center located in Room 188 of the T-3 Building at 718-960-8900.
Public Health Law 2165 requires that postsecondary students be immunized against measles, mumps, and rubella (MMR). All registered full-time students and part-time students born on or after January 1, 1957 who are enrolled for at least six, but fewer than twelve semester hours (or equivalent) per semester in an approved degree program or registered certificate program must submit proof of MMR immunization. Students may be exempt from the required MMR immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.

Public Health Law 2167 requires that postsecondary institutions provide written information about meningococcal meningitis to its students and that students complete, sign, and return a meningococcal meningitis response form. Public Health Law 2167 does not require that students be immunized against meningitis.

Public Health Law 2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination and students to complete, sign, and return to the college, a meningococcal meningitis response form that: (a) confirms that the college has provided the information about meningococcal meningitis; and (b) indicates that either: (1) the student has received immunization against meningococcal meningitis within the ten years preceding the date of the response form; or (2) the student has decided against receiving the vaccination. This law applies to students who are enrolled in at least six semester hours (or the equivalent) per semester. No student may be exempt from receiving information or returning the response form.

Prohibition on Submission of Fraudulent Admission Documents

The submission of documents in support of applications for admission, such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, obtained under false pretenses, or otherwise deceptive is prohibited and is punishable by a five-year ban on applying for admission or five-year suspension from CUNY. A second violation is punishable by a lifetime ban on applying for admission or expulsion from CUNY.

Admission of Students Who May Pose a Risk to the College

The College reserves the right to deny admission to any student if in its judgment, the presence of that student on campus poses an undue risk to the safety or security of the College or the college community. That judgment will be based on an individualized determination taking into account any information the College has about a student’s criminal record and the particular circumstances of the college, including the presence of a child care center, a public school or public school students on the campus. In addition, the College may consider factors such as the amount of time since the crime was committed; the amount of jail time served by the student; the number of years the student was on probation or parole; whether the student has satisfied probation or parole requirements at the time of the student’s application; whether the student has completed drug, alcohol, sex offender or other treatment; and what work or educational experience the student has had after the conviction. Finally, if the student is known to have been assisted by a CUNY-sponsored or other re-entry program or initiative, the college will consult with a counselor or representative from said program.

Graduate Tuition

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<tr>
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Master’s of Social Work
Lehman College

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<tr>
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<tr>
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**Additional fees payable by students**

Graduate students who enroll in classes which have excess Contact Hours (exceeding the credit rate) are to be charged $65 for In-State and $85 for Out-of-State for each contact hour.

*Excess Hours* are contact hours (class hours) in excess of credit hours. Graduate students taking classes that have more contact hours than credit hours pay in excess contact hour charge. For example if a 3-credit class meets 5 hours a week, a NY State resident pays $65 per excess contact hour ($130 for 2 extra hours) and a non-NY State resident pays $85 per excess contact hour ($170 for 2 extra hours).

**Non-New York State Residents, Including Foreign Students:**

| Full-time students:                      | $855.00 per credit |
| plus                                     | $74.60 (Student Activity Fee) per semester |
| and                                      | $15.00 (Consolidated Fee) per semester |
| and                                      | $125.00 (Technology Fee) per semester |
| Part-time students:                      | $855.00 per credit |
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*Tuition and fees are subject to change by action of the Board of Trustees of the City University of New York.*

**Non-instructional Fees**

| Graduate Application Fee                 | $75 (Effective Fall 2019) Nonrefundable |
| Student Activity Fee                     | $73.15 Full-time (Fall and Spring)     |
|                                          | $53.15 Part-time (Fall and Spring)     |
|                                          | $36.65 (Summer Session)                |
| Senate Fee                               | $1.45 (Fall, Spring, and Summer Sessions) |
| Consolidated Service Fee                 | $15.00 (Fall, Spring, and Summer Sessions) |
| Technology Fee                           | $125.00 Full-time (Fall and Spring)    |
|                                          | $62.50 Part-time (Fall and Spring)     |

**Maintenance-of-Matriculation Fee (required to maintain academic status):**

| New York State residents                 | $225.00 |
| Out-of-state residents                   | $370.00 |
| Special Examination Fee: When make-up final exam for one course is taken after scheduled final class exam | $25.00 |
| Each additional makeup exam taken during that semester | $5.00 |
| Transcript-of-Record Fee                | $7.00  |


Lehman College

(NOTE: No fee is charged for transcripts sent between City University units.)

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(NOTE: Students who apply to return to the College after an absence of one semester or more (exclusive of summer session) are required to pay this fee to be readmitted to the same unit. The charge is applicable whether or not a student has taken a formal leave of absence. Not applicable to students who have paid graduate Maintenance-of-Matriculation fees for semesters during which they did not take courses. Readmission is only for Matriculated students.)

| Fee                                          |
|----------------------------------------------|-------|
| Payment Reprocessing Fee                     | $20.00|

(Charge for those students who have previously submitted checks payable to the College that were not honored by their banks: students who do not make a check good by a given date will be required to satisfy their obligations and pay the applicable reprocessing fee plus a nonpayment service fee.)

Cooperating teachers may be granted tuition waivers of up to 6 credits (two valid certificates) per semester, limited to a maximum of 18 credits. For courses for which tuition is waived, charges for excess contact hours are also waived. Tuition waivers may be granted to residents and nonresidents and are applicable to graduate courses and undergraduate courses. (They are exempt from payment of the Student Activity Fee, but must pay the Consolidated Service Fee and Technology Fee.)

Cooperating teachers who take credits in excess of those waived are required to pay tuition at applicable regular rates for the additional credits.

### Academic Excellence Fees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science in Accounting</td>
<td>$65.00 per credit up to a maximum of $325.00 per semester</td>
</tr>
<tr>
<td>Master of Science in Business</td>
<td>$65.00 per credit up to a maximum of $325.00 per semester</td>
</tr>
</tbody>
</table>

### Miscellaneous Fees

#### Parking Fees

Cars/Motorcycles:

- **Day or Evening Session:** $55 per semester
- Purchase permit in Shuster Hall, Room 078.
- **Breakage:** As per damage
- **Loss of Key:** $1.75 (Shuster Hall, Room 031)
- **Loss of Equipment/Supplies:** List Price

#### Library Fines

- **Overdue Books:**
  - General Circulation: 10¢ per day
  - Reserve: 17¢ per minute with a maximum fine of $5.00
  - Study Rooms: after initial two-hour period, fines accrue at 5¢ per minute thereafter
  - Damaged Books: Based on amount of damage, not to exceed replacement cost plus $5 processing charge.
  - Lost Books: Replacement cost plus a maximum of $15 processing charge

Overdue charges are not applicable for days on which the Library is closed.

Overdue charges are applicable to lost or damaged books.

*Subject to change*
Board of Trustees Guidelines

All fees and tuition charges listed in this bulletin and in any registration material issued by the College are subject to change by action of the Trustees of The City University of New York without prior notice.

In the event of any increase in the fees or tuition charges, payments already made to the College will be treated as a partial payment, and notification will be given of the additional amount due and the time and method of payment.

A resident student is a U.S. citizen who has had his or her principal place of abode in the State of New York for a period of at least 12 consecutive months immediately preceding the first day of classes for the semester for which the residency determination is made and who states his or her intention permanently to live and maintain his or her principal place of abode in New York State.

A full-time graduate student is one who is enrolled for at least 12 credits or equivalent. A part-time graduate student is one who is enrolled for fewer than 12 credits or the equivalent.

For each student, the tuition and fees due depend on whether he/she will attend full- or part-time, whether or not he/she resides in New York State, and whether he/she is or is not matriculated.

All fees, tuition charges, credits, and course hours listed are subject to correction in the event of error. All fees, calculations, and repeat billings are subject to correction in the event of error. Students will be obligated to pay the correct amount.

The schedule of tuition fees shall apply to all scheduled semesters, regardless of duration, subject to such special tuition fee rates as may be established by the Board of Trustees of The City University of New York. The same policy applies to summer session, except that there is no maximum tuition. Summer session students must pay for all credits or credit equivalents taken.

A child of a member of the permanent staff of The City University of New York, or a child of a deceased or retired member of such staff who had served for more than five years on an annual salary, or a child of an employee of the City of New York or of a city agency who is required to live outside the State of New York in the performance of his or her official duties shall be charged resident rates. The resident rate shall be applicable to a student of another college or university which grants, in exchange, resident rates to a student of a college within The City University of New York. Evidence of satisfactory educational qualifications must be presented, and the approval of the president of such college within the City University is required.

All recipients of financial aid should be aware that this aid is based upon the personal and financial information that the student provides to Lehman College. In the event that a student is determined not to be eligible, in whole or in part, for any expected financial aid for which he or she has applied, he or she will be held fully responsible for payment of any monies that are due the College for registration. If students withdraw, either officially (by filling out a withdrawal form in the Registrar's Office) or unofficially (by not attending classes), from any course or courses for which they have registered and a reduction in aid occurs, the student will be held personally responsible for payment of any monies due to the College.

All students who register for a course or courses must sign the statement of student liability and will be held responsible for all tuition and fees associated with their registration. All graduate students are required to pay a Student Activity Fee, Technology Fee, and Consolidated Fee for each semester that they are registered.

Definition of Residency

A resident student is one who has had her/his principal place of abode in the State of New York for a period of at least 12 consecutive months immediately preceding the first day of classes for the semester for which the residency determination is made and who states his or her intention permanently to live and maintain his or her principal place of abode in New York State.

A person who is not a U.S. citizen but meets the residency requirements stated above must provide proof of his/her current immigration status.

Payment Procedures

Students may pay their tuition and fees with the following options: cash, money order, credit/Debit card, bank check, traveler's check, or personal check. Payment can be made in person or by mail. The college will not accept a personal check form any student who has previously tendered a check that was returned by his/her bank.

Pay via mail using a check or money order; make the check or money order payable to Lehman College and mail to:

Lehman College
Bursar's Office, SH-031
250 Bedford Park Blvd. West
Bronx, NY 10468

Pay in person by cash, check, and money order at the Bursar's Office.

Pay online through CUNYfirst with an Electronic Funds. Please have all the necessary information ready when making an online payment including your bank account and routing numbers for EFT payments.

Effective with the Summer 2016 semester, the Enrollment Fee for the Payment Plan will be $95 per term. For students and their families who opt for direct withdrawals from their bank accounts, a discount will be provided which will lower the Enrollment Fee to $40 per term. The eCheck payment option through CUNYfirst Self-Service remains an alternative payment option that is cost effective since it does not require an Enrollment Fee.
If a student has an outstanding financial obligation that may be owed to Lehman College or any of its affiliated corporations, Lehman College officers or their designees are authorized to act as the student’s agent to endorse and negotiate any checks that he/she may be entitled to receive from any source of financial aid: Federal, State, City, public or private, College or other, to the extent that such authorization shall be used to fulfill this obligation. This authorization is effective as long as there is an outstanding balance owed for any semester.

Students who do not make full payment on their tuition and fees and other College bills, and whose accounts are sent to a collection agency, will be responsible for all collection costs, including agency fees, attorney fees, and court costs, in addition to whatever amounts the student owes the College. In addition, non-payment or a default judgment against the account may be reported to a credit bureau and reflected in the student’s credit report.

Financial aid: Matriculated students who are recipients of financial aid must present proof of their awards at the time of registration. They will be required to pay any difference if the financial aid does not fully cover the amount due. All recipients of financial aid should be aware that if they fall below full-time enrollment because of withdrawal or cancellation of a course or courses, they may no longer be entitled to their financial aid. Students who use TAP, Pell Grant funds, or any other financial aid toward meeting their financial obligation should consult with the Financial Aid Office about any impact on their current semester entitlement and future semester awards. Students who are not eligible for financial aid must pay tuition and fees in full on the day of registration.

New York State Residents

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<tr>
<th>Matriculated full-time students:</th>
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Master’s of Social Work

| Residents: | | |
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| Full-Time | $7,315.00 per semester |
| Part-Time | $620.00 per credit |
| Excess Hours | $65.00 per credit |
| Maintenance of Matriculation | $210.00 per semester |
| Nonresidents: | | |
| Full-Time | $1000.00 per credit |
| Part-Time | $910.00 per credit |
| Excess Hours | $85.00 per credit |
| Maintenance of Matriculation | $340.00 per semester |

Additional Fees Payable by Students

Graduate students who enroll in classes which have excess Contact Hours (exceeding the credit rate) are to be charged $65 for In-State and $85 for Out-of-State for each contact hour.
Excess Hours are contact hours (class hours) in excess of credit hours. Graduate students taking classes that have more contact hours than credit hours pay in excess contact hour charge. For example if a 3-credit class meets 5 hours a week, a NY State resident pays $65 per excess contact hour ($130 for 2 extra hours) and a non-NY State resident pays $85 per excess contact hour ($170 for 2 extra hours).

Non-New York State Residents, Including Foreign Students

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Non-Instructional Fees

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**Academic Excellence Fees**
Parking Fees

Cars/Motorcycles:
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Breakage: As per damage
Loss of Key: $1.75 (Shuster Hall, Room 031)
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* Damaged Books: Based on amount of damage, not to exceed replacement cost plus $5 processing charge.
* Lost Books: Replacement cost plus a maximum of $15 processing charge
Overdue charges are not applicable for days on which the Library is closed.

Library Fines

Overdue charges are applicable to lost or damaged books.

*Subject to change

Special Requirements on Payments

All graduate matriculants and nonmatriculants must pay their tuition, Student Activity Fee, Technology Fee, and Consolidated Fee at the time they register. The amounts per credit and per excess contact hour also apply to undergraduates taking courses for graduate credit. Graduate students taking an undergraduate course pay nondegree undergraduate tuition for that course.

Students who have not met all their financial obligations to the College will not be issued a transcript, certificate, degree, or grade until they have made all outstanding payments. Students will not be allowed to register for a new semester unless they have satisfied all previous financial obligations to the College.

Students who do not make full payment on their tuition and fees and other college bills, and whose accounts are sent to a collection agency, will be responsible for all collection costs, including agency fees, attorney fees, and court costs, in addition to whatever amounts the student owes the College. In addition, non-payment or a default judgment against the account may be reported to a credit bureau and reflected in the student's credit report.

The City University of New York Policy on Withholding Student Records

Students who are delinquent and/or in default in any of their financial accounts with the College, the University, or an appropriate State or Federal agency for which the University acts as either a disbursing or certifying agent, and students who have not completed exit interviews as required by the Federal Perkins Loan Program, the Federal Family Education Loan Programs, the William D. Ford Federal Direct Loan Program, and the Nursing Student Loan Program, are not to be permitted to complete registration, or issued a copy of their grades, a transcript of academic record, certificate, or degree, nor are they to receive funds under the Federal campus-based student assistance programs or the Federal Pell Grant Program unless the designated officer, in exceptional hardship cases and consistent with Federal and State regulations, waives in writing the application of this regulation.

Refunds
The following policies apply to students who leave CUNY to fulfill military obligations.

**Special Provisions for Students in the Military**

1. **Grades:** In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
2. **Refunds:** A student called up to the reserves or drafted who does not attend for a sufficient time to qualify for a grade is entitled to a 100% refund of tuition and all other fees except application fees.
3. **Students who volunteer (enlist) for the military:**
   1. **Grades:** Same provision as for students called up to the reserves. In order to obtain a grade, a student must attend 13 weeks (five weeks for summer session).
   2. **Refunds:** The amount of the refund depends upon whether the withdrawal is before the 5th week of classes:
      1. Withdrawal before the beginning of the 5th calendar week (3rd calendar week for summer session): 100% refund of tuition and all other fees except application fees.
      2. Withdrawal thereafter: 50% refund.
4. **Other provisions for Military Service:**
   1. **Resident Tuition Rates:** These lower rates are applicable to all members of the armed services, their spouses, and their dependent children, on full-time active duty and stationed in the State of New York.
   2. **Re-enrollment of Veterans:** Veterans who are returning students are given preferred treatment in the following ways:
      1. Veterans who were former students with unsatisfactory scholastic records, may be readmitted with a probationary program.
      2. Veterans, upon their return, may register even after normal registration periods, without late fees.
      3. Granting of college credit for military service and armed forces instructional courses.
      4. Veterans returning too late to register may audit classes without charge.

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**Refunds of Tuition**

Withdrawal and refund requests should be made in the Office of the Registrar (Shuster Hall, Room 114). The date on which this form is completed and filed, not the student's LAST day in class, is the official date of withdrawal that serves as the basis for computing a refund.

Non-attendance in classes does not waive the tuition liability a student incurs at registration. Any student who is unable to file for withdrawal from a course in person may do so by mail. The official date of withdrawal will be the date the letter is postmarked.

The interval between a properly executed application for a refund and receipt of a refund check is usually five weeks. Students dropping courses will be refunded according to the dates within this schedule. Students may receive a 100% of tuition refund for voluntarily withdrawing from a class up to, and not including, the first day of classes. The first day of classes is not the first day of THE STUDENT'S class but, rather, the College's opening day of classes for the semester or session.

As a result of the Higher Education Reauthorization Act, students who are recipients of Federal financial aid are subject to one of the following Federal Refund Policies [subject to change].

**Withdrawals and the Return of Federal Financial Aid**

Federal student aid is awarded with the expectation that you will attend school for the entire period for which your financial aid was awarded. To establish eligibility for any federal financial aid payments, you must complete the college's registration and bill payment process and begin attending your classes. It is strongly advised that you consult with the Financial Aid Office if you drop or withdraw from a class(es). [Note: if you receive a financial aid payment for a class or classes you have never attended, you must return that payment immediately to the college.]

Once you start attending classes, the federal government requires that you "earn" your financial aid awards in direct proportion to the number of days in the semester that you do attend. It is strongly advised that you consult with the Financial Aid Office if you drop or withdraw from a class(es).

Federal Refund Policies

<table>
<thead>
<tr>
<th>Withdrawal (Fall/Spring)</th>
<th>Refund</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the first day of classes</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Withdrawal to register at another CUNY college</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Through first week of classes</td>
<td>75%</td>
<td>50%</td>
</tr>
<tr>
<td>Through second week of classes</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>Through third week of classes</td>
<td>25%</td>
<td>None</td>
</tr>
<tr>
<td>After the end of the third week of classes</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

For additional information please visit the following page: [http://www.lehman.edu/financial-aid/withdrawals.php](http://www.lehman.edu/financial-aid/withdrawals.php)

**All other students are subject to the following tuition refund schedule approved by the Board of Trustees:**

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**Refunds of Fees**

The Student Activity Fee, Consolidated Fee, and Technology Fee, or any part thereof, is not refundable at any time except when the student's registration is canceled because of withdrawal of a course or courses by the College or the student totally withdraws prior to the start of classes and is granted a 100 percent refund of tuition. No portion of any special fee, parking fee, and any fine or penalty fee is refundable.
3. **Late Admissions.** Veterans with no previous college experience are permitted to file applications up to the date of registration, and are allowed to begin classes pending completion of their application and provision of supporting documents.

4. **Readmission Fee.** Upon return from military service, a student will not be charged a Readmission Fee to register at the same college.

5. **Veterans Tuition Deferrals.** Veterans are entitled to defer the payment of tuition pending receipt of veterans’ benefits.

6. **New York National Guard Tuition Waivers.** Active members of the New York National Guard, who are legal residents of New York State and who do not have a baccalaureate degree, are eligible for a tuition waiver for undergraduate study.

### Refund of Tuition and Fees to TAP and other Financial Aid Recipients

Students who withdraw during the refund period and have been awarded a full New York State Tuition Assistance Program (TAP) entitlement may elect to use their entitlement as credit toward their current financial liability and, consequently, will forfeit one semester of TAP eligibility; or they may elect to return their TAP award to the Corporation (advantageous only if a small liability is incurred), retain the semester’s TAP eligibility, and reimburse the College for any money due.

- Students who withdraw during the refund period with partial TAP entitlements that are not large enough to cover their tuition liability will be required to pay the difference.
- Students awarded financial aid who change their status from full-time to part-time and vice versa must visit the Financial Aid Office, which will adjust their award.
- Students who withdraw after the refund period may relinquish their TAP entitlement and remaining financial aid award for the withdrawn semester.

### Courses with Credit Equivalent Hours

Lehman College courses generally carry a credit value equal to the number of weekly contact hours. In certain courses—generally developmental or compensatory in nature—the number of weekly contact hours may exceed the credit value. These additional contact hours are designated “credit equivalents” or “equated credits.” For courses with credit equivalents, tuition is charged on the basis of contact hours and not of credits. Even if a course offers no credit, it is nevertheless billed according to contact hours. The maximum semester rate applies to these courses alone or in combination with credit-bearing courses.

### New York State Programs

#### Tuition Assistance Program (TAP)

Only full-time (12 or more credits) graduate matriculants are eligible for this program. To apply for TAP, students should complete a Free Application for Federal Student Aid (FAFSA) and the HESC/TAP Form. Applications are required annually. Application is made by filing a Free Application For Federal Student Aid (FAFSA) via the Internet at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Lehman College’s Federal Title IV code is 007022. Additional information may be obtained in the Financial Aid Office, Shuster Hall, Room 136, or at [www.lehman.edu/financialaid](http://www.lehman.edu/financialaid).

#### The Federal Direct Loan Program

Provides loans for graduate students who are enrolled for courses totaling at least 6 credits per semester. The maximum amount granted per year is $8,500. Students must first file a FAFSA. An application and additional information may be obtained in the Financial Aid Office, or at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

#### Graduate Assistantships

Are awarded on the basis of academic ability and achievement. The duties of graduate assistants may include teaching, research, laboratory work, and similar assignments as specified by the student’s academic department. Students who are interested in an assistantship should consult the appropriate department chair.

### Federal Programs

#### Federal Direct Unsubsidized Student Loan Program

Provides unsubsidized loans for graduate students who are enrolled for courses totaling at least 6 credits per semester. Students must first file a FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). For additional information visit [http://www.lehman.cuny.edu/financial-aid](http://www.lehman.cuny.edu/financial-aid).

#### Federal Perkins Loan Program

Application is made through the Financial Aid Office by filing a FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Loans are available to students enrolled with at least 6 or more graduate degree credits. For additional information visit [http://www.lehman.cuny.edu/financial-aid](http://www.lehman.cuny.edu/financial-aid).

**NOTE:** Students whose Perkins loans have been discharged in bankruptcy are not eligible to receive further Perkins loans. For more information please go to [http://www.lehman.cuny.edu/financial-aid](http://www.lehman.cuny.edu/financial-aid).

#### Federal Work-Study Program (FWSP)

Application is made through the Financial Aid Office by filing a FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The applicant must be enrolled in courses totaling at least 6 graduate degree credits. Students may work up to 20 hours per week when classes are in session. For more information visit [http://www.lehman.cuny.edu/financial-aid](http://www.lehman.cuny.edu/financial-aid).


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The Leonard Lief Library
Lehman College

Named for the founding President of Lehman College, the Leonard Lief Library is a state-of-the-art research facility housed in a modern, four-story building. The collections, library faculty and staff, and programs support Lehman’s undergraduate and graduate curriculum. Reference librarians provide research support to students, faculty, and visitors, and offer bibliographic instruction. In addition to the Reference Desk and instructional support, library faculty is available by appointment for individual consultation.

The library website [http://www.lehman.cuny.edu/library/] is a dynamic information portal with links to the CUNY+ library catalog, nearly 200 online databases, numerous electronic journals, plus recommended authoritative research websites. These electronic resources are available to the Lehman community both onsite and off-campus. An open stacks book collection of 682,848 volumes is supplemented by a microfilm collection and growing multimedia holdings. The Library is a designated Federal depository for government documents, open to community members by appointment.

CUNY students and faculty may borrow books from all CUNY libraries, and Interlibrary Loan services are available to faculty and graduate students. A continually updated Reserve collection includes textbooks, journal articles, and course materials.

Library collections and services include the following

- Laptops, iPads, and eReaders may be borrowed at the Circulation Desk
- State-of-the-art laboratory classrooms, equipped with audiovisual technology and computer resources, are used for research training by library faculty. These open labs provide students with Internet access and academic program software.
- The Access and Technology Center, located on the second floor, provides assistive equipment and software for students with special needs.
- The Graduate Research Room on the first floor contains computer resources reserved for this special constituency.
- The Education collection, supporting the School of Education, holds journals, K-12 curriculum materials, a special instructional collection of children’s books, as well as computer access.
- The Periodicals unit on the Concourse level contains current print journal titles, bound volumes, and microfilm equipment.
- Special Collections encompasses College records, rare books, digital resources, and the Bronx Institute Archives [local oral histories, books, atlases, photographs, and documents].
- A limited number of Group Study Rooms are available for small student groups.

The Library publishes a newsletter, prides itself on the active scholarship of its faculty, and offers Readings Series, exhibits, lectures, and film screenings to Lehman and the surrounding community. We regard ourselves part of the Bronx, international library, and global communities.

Computer and Instructional Technology Facilities

The Division of Information Technology oversees the development of IT infrastructure and the coordination of IT operations and services across the campus. Technology support for students, staff, and faculty is provided by a College-wide IT support team and specialists in department labs, school offices, and the central IT facilities. IT Division staff members provide consulting, documentation, technical assistance, and related support to the Lehman community.

The Division of Information Technology Resources provides access to centralized computing and related technologies in support of the College’s instructional, research, and administrative activities. Lehman’s Information Technology Center (ITC) is located on the plaza level of Carman Hall. The facility houses eight PC and Macintosh computer labs for course instruction, an open lab with over 100 computers for student use, shared printing facilities, a dedicated faculty lab, and a help desk. The IT Division also operates a satellite help desk in the Library.

The campus is networked on a high-speed backbone providing access to the Internet as well as CUNY and campus resources. These include electronic mail services, the Lehman Connect campus intranet, CUNY-wide systems including the CUNY Portal and, the Blackboard online learning management system; CUNYfirst for online course registration and related administrative functions; and remote library and specialized departmental resources. Wireless access to the network is also available throughout the campus.

Approximately 200 of Lehman’s lecture halls and classrooms are technology-enhanced or smart classrooms, and facilities for video conferencing and distance learning are available, assisted through the Multimedia Center, Media Technology Services, housed in Carman Hall, provides equipment and technical support for classroom use, college events and media presentations. Other specialized services and facilities include a media conversion lab to assist faculty in developing electronic-based course materials.

The College makes available specialized equipment for students with disabilities. All rooms are accessible by persons with disabilities, and specialized hardware and software for visually or hearing-impaired persons are provided. Students may also use the facilities of the Assistive Technology Center, located in the Library.

In addition to the centralized facilities, IT and other departments operate computer labs to support discipline-specific applications, such as a graphics-based computer lab and a 3-D printing facility in the Department of Anthropology; three Computer Graphics and Imaging labs in the Department of Art; a Laboratory of Geographic Information Technologies in the Department of Earth, Environmental, and Geospatial Sciences; a multimedia language laboratory in the Department of Languages and Literatures; multiple facilities for radio, television, and film productions in the Department of Journalism, Communication, and Theatre; and specialized computer labs in the School of Education, the School of Continuing and Professional Studies, the Departments of Biological Sciences, Economics and Business, Mathematics and Computer Science, Nursing, Sociology, and Social Work. The Library, the Academic Support Center, the Science Learning Center, the CUNY Macaulay Honors College at Lehman, and the Student Life Building also have computer resources available.

Students may request information about IT resources and services, including IT Center hours of operation and technical assistance, by visiting the IT website at www.lehman.edu/itr, sending an e-mail to helpdesk@lehman.cuny.edu, or visiting in-person at the ITR Open Center (Carman Hall, Room 111).

The Language Laboratory
Lehman College

The Department of Languages and Literatures has one multimedia language laboratory. The laboratory, which is located in Carman Hall, Room B-37, has twenty-eight networked computers and software programs that correspond to the texts used to study the languages taught at Lehman. The computers in this laboratory have high-speed connection to the Internet, sound cards, headsets, CD/DVD players, and microphones. In addition, a set of special software programs from Tandberg is installed: Imperata, Divace Solo, and Library Pilot.

- Imperata is used for classroom management. It can be used to monitor student activities, provide mouse/keyboard control/collaboration between a pair of student computers, and share individual computer screens. Additional features include the creation of special files called electronic portfolios. An electronic portfolio contains all of the elements an instructor requires to conduct class sessions in a computer lab: a view of the classroom; lesson plan objectives; relevant links to the Internet or other shared directories; the ability to upload files/folders; and the operations used for managing a classroom in a computer environment.
- Divace, which stands for Digital Interactive Audio Video Recorder, allows students/instructors to play audio/video and also to record and author their own audio material.
- Library Pilot currently functions as a database for online links to language-related websites.

These computers are also linked to a digital video server; students can study from the language software stored on the server and digitally record their voices for oral and audio practice. Accommodation is provided for visually impaired and disabled students. Zoomtext, used to magnify text, is installed on one computer. The software Jaws, used by blind individuals, is installed on one computer. One computer station is designed to accommodate an individual using a wheelchair.

Advanced Imaging Labs

The Art Department, in conjunction with Lehman’s Department of Mathematics and Computer Science, has established three advanced imaging labs in the Fine Arts building. One lab (in Fine Arts, Room 407) contains twenty-up-to-date Mac work stations with new Epson Flatbed Scanners, a Nikon Supercool Film/Slide Scanner, and a Xerox 7700 color printer. A second lab (in Fine Arts, Room 406) contains fifteen Mac work stations with Epson flatbed scanners. These teaching labs give students the opportunity to learn digital imaging, desktop publishing, webpage design, computer animation, advanced 3-D modeling, and multimedia interactive programming. In addition, a third lab (in Fine Arts, Room 406), dedicated to advanced student and faculty digital imaging, contains several Macintosh G5 computers and printers and additional high-end digital imaging and large-format printing equipment.

Science Laboratories

Significant research and training facilities are available in the Lehman science departments.

In the Department of Biological Sciences, the Phytochemistry Laboratory is a newly renovated facility in Davis Hall (Room 119). It is fully equipped with instruments used for the identification and purification of natural products, including a gas chromatograph, high-performance liquid chromatographs (HPLC), and a liquid chromatograph-mass spectrometer (LC-MS). The Molecular Biology Research Facility contains sophisticated instrumentation for molecular biology, cellular biology, and biochemical research. The equipment includes a D.N.A. synthesizer, HPLCs, ultracentrifuges, high-speed centrifuges, phosphorim ager, scanning spectrophotometers, electrophoresis systems for a protein and nucleic acid analysis and DNA sequencing, and computers for integration with the instrumentation. Bioimaging facilities include a confocal microscope, fluorescence microscopes, and scanning and transmission microscopes. There is a recently built research greenhouse, as well as an older greenhouse.

A Biological Sciences Computer Center is integrated into the research instruments in the Biological Sciences Department and enables students to learn how to operate state-of-the-art scientific instruments. The Center has real-time videoconferencing capabilities to allow faculty to incorporate research results and access the Internet while teaching courses.

Noteworthy research equipment and facilities in the Department of Chemistry include nuclear, magnetic, and electron paramagnetic resonance spectrometers, uv-visible and Fourier transform infrared spectrophotometers, gas, and high-pressure liquid mass-spectrometer-interfaced chromatographs, teaching and research labs, and a student computing facility.

The Department of Physics and Astronomy is conducting cutting-edge research in nanoscience, quantum optics, and string theory. Undergraduate and graduate students are involved in research that is supported by grants from the National Science Foundation, the U.S. Department of Energy, and the U.S. Department of Defense.

The Department of Anthropology houses research laboratories in anthropological genetics, archaeology, osteology, and paleoanthropology, a secured forensic evidence facility, and a teaching laboratory. The department has developed an extensive human and primate osteologic and fossil cast collection that is used for classroom laboratory exercises and independent student research. The osteology and paleontology laboratories are equipped with traditional osteological measurement tools along with a 3D laser surface scanner, a 3D digitizer, a 3D printer, and computer workstations for 3D morphometric analysis and visualization. The archaeobotany laboratory is equipped with Leica microscopes, slide preparation, and a comparative library of fixed pollen samples for the analysis of archaeological pollen samples. The anthropological genetics laboratory is equipped with molecular biology instrumentation for DNA extraction, genotyping, sequencing library preparation, and computational analysis.

All these departments and researchers have easy access to the academic computing facilities at the College as well as the mainframe computer at the City University Computer Center.

Instructional Support Services Program
Lehman College

The Instructional Support Services Program (ISSP) is dedicated to facilitating the academic development of Lehman students at the graduate level. The ISSP provides individual and group tutoring in addition to other instructional programming through the Academic Center for Excellence (ACE), located in the Old Gym Building, Room 205, and the Science Learning Center (SLC), located in Room 133 of Gillet Hall. See www.lehman.edu/issp.

New York Botanical Garden

Under an agreement with CUNY, a number of staff members of the New York Botanical Garden offer courses in Lehman's Department of Biological Sciences. This arrangement makes specialized material, equipment, and collections available to Lehman students and provides facilities for research under exceptionally favorable conditions. The Museum of the Botanical Garden contains a library of about 65,000 volumes; a herbarium with some three million specimens, which provides excellent opportunities for research in taxonomy, ecology, and phytogeography; and special rooms for the cryptogamic collections. The collection of living plants on the grounds and in the greenhouses provides a wealth of material, with approximately 12,000 species represented.

The Bookstore

The Bookstore, located on campus between Davis and Carman Halls, provides the required faculty-chosen textbooks and related course materials. It also carries a large line of academic software, a comprehensive trade section of general interest books, and school supplies. The College community may also Lehman College apparel, diploma frames, gift items, books on sale at up to seventy percent off list price, health and beauty items, snacks, candies, sundries, and beverages. Items in the Bookstore are also available for purchase online at www.lehman.edu/bookstore.

Fine and Performing Arts Facilities

Lehman Center for the Performing Arts

Lehman Center for the Performing Arts' 2,310-seat Concert Hall is the borough's premier performance space. Critics have called it "acoustically perfect." With a modern 2,400-square foot stage and a hydraulic orchestra pit, the Center presents outstanding classical, popular, and folk/ethnic dance, music, and theatre companies from around the world. Special, culturally diverse community celebrations enhance the Center's offerings. The Center has also served as the site of numerous public programs and debates of national interest. Lehman students are offered discounted tickets for most events, as well as opportunities to work as ushers and apprentice stagehands. Examples of artists who have recently performed at the Center include El Gran Combo, Virsky Ukrainian National Dance Company, Smokey Robinson, Jimmy Cliff, Trinity Irish Dance Company, Nickelodeon's Blues Clues Live, and the gospel musical "Your Arms Too Short to Box With God."

Lehman Stages

Lehman Stages is a performance and rehearsal facility at Lehman College, comprised of the Lovinger Theatre, the Studio Theatre, the Student Experimental Theatre (or "SET"), and the Dance Lab @ Lehman. Part of the Bronx for over two decades, the facilities that comprise Lehman Stages have served as an invaluable cultural resource for the Bronx and the larger New York City community. Lehman Stages is dedicated to the creation and presentation of performing arts programming of all disciplines, with a special focus on education and cultural diversity. Lehman Stages aspires to be an artistic touchstone for emerging artists of all backgrounds and a training facility for the College's theatre and dance program. The facilities also provide low-cost rehearsal, performance, and conference space for arts, civic, and government organizations throughout the metropolitan area.

Recital Hall

The Music Building houses the 150-seat Recital Hall, which is used by music students and music faculty members throughout the academic year. There are also individual practice rooms for music students, as well as larger rehearsal halls for groups such as the Community Band and Lehman College and Community Chorus. Many recitals are given at noontime in the Recital Hall and attended by the public during the lunch hour. The Lehman College Chamber Players, the Lehman College Jazz Ensemble, and the Lehman College Brass Ensemble are among the groups performing noon-time concerts.

Lehman College Art Gallery

The Lehman College Art Gallery is located in the Fine Arts Building designed by renowned architect Marcel Breuer. The Gallery presents innovative contemporary art in two striking exhibition spaces. Education is an integral component of exhibition programming and provides the basis for the Gallery's outreach - from young students to senior citizens. New technologies offer a means of reaching audiences internationally as well as locally and provide creative new venues for artists. The Gallery's website, featuring Bronx Public Art, highlights an extraordinary collection of public art from the WPA to contemporary projects.

Student Life Facilities and Programs / Services

Office of the Vice President for Student Affairs

The Office of the Vice President for Student Affairs (Shuster Hall, Room 206) is concerned with all aspects of student life and provides numerous services for Lehman graduate and undergraduate students, from new student orientation to arranging the College's annual commencement ceremony. The Office of the Vice President for Student Affairs is available to assist students with academic and personal issues, as well as to
advise student organizations and extracurricular groups. Have a question, concern, or comment? Not sure where to go for answers? Send a member of the Student Affairs team an e-mail or stop by the office in Shuster Hall room 204. If you send an e-mail, please be as specific as possible. You're welcome to submit your feedback anonymously by fax (718-960-8243) or by dropping off a note, but if you'd like a response please include your name and phone number or email address. We look forward to hearing from you.

The Office of the Vice President for Student Affairs provides managerial oversight for departments that provide critical services to all students. These departments include: APEX/Athletics, International Student & Scholar Services, Counseling Center, Career Services Center, Urban Male Leadership, Campus Life/Student Activities, Health Center & Wellness Education, Financial Aid, Child Care Center, Community Engagement, Disability Services, and Veterans Services. Student housing services, medical withdrawal appeals, emergency grants and academic integrity/judicial issues are coordinated by this office as well.

For information about important College/University policies and procedures go to http://www.lehman.edu/student-affairs/documents/student-handbook-part-II.pdf

The APEX
The APEX is a $57 million recreation and sports facility that provides 165,000 square feet of multidimensional, multipurpose space. It houses the College's intercollegiate and intramural athletics program, as well as classrooms and dance studios for the academic program in dance theater.

The chief attraction of the APEX - a 50-meter, eight-lane swimming pool - has provided a new level of opportunity for the sport of competitive swimming in the metropolitan area. It is used for both national and international athletic competitions, while also supporting Lehman's many varsity, recreation, intramural, and community outreach activities.

The APEX has two gymnasiums, one for intercollegiate athletics with a seating capacity of 1,000, and the other for recreational and intramural use. Other key features of the building include: four racquetball courts, free weight room, cardiovascular fitness center, a training room, an equipment room with laundry facilities, saunas, locker rooms, dance and ballet studios, and an indoor running track.

The College also has five outdoor tennis courts and soccer, softball, and baseball fields. Alumni, College staff, and community members as well as Lehman students may use athletic facilities in accordance with College rules and regulations.

Intercollegiate Athletics
Lehman College is a member of the National Collegiate Athletic Association Division III, the City University of New York Athletic Conference, the Metropolitan Collegiate Swimming Association, and the Eastern Collegiate Athletic Conference. Students are encouraged to join athletic teams, many of which participate in local league competition. Standards for participation and rules governing the sports are those of the National Collegiate Athletic Association and various local and district conferences. The eligibility requirements for Lehman College are as follows:

- Athletes must be full-time matriculated students, i.e., carrying twelve (12) credits.
- Athletes must have and maintain a Grade Point Average of 2.0 index.

Competition is held in the following varsity sports: basketball, cross-country, softball, baseball, swimming, tennis, soccer, indoor and outdoor track and field, and volleyball. In addition there is conference, regional, and national championship competition in all intercollegiate programs.

City University championship tournaments are conducted in baseball, basketball, cheerleading, cross country, soccer, softball, swimming, tennis, indoor and outdoor track and field, and volleyball. The Intramural-Recreation Office is located in Room 253 of the APEX.

Intramural Sports
The intramural sports program provides a wide variety of activities of a competitive and recreational nature in which students, staff, and faculty may participate. Organized activities are scheduled throughout the year in men's, women's, and coeducational teams. These are conducted during free hours on Wednesdays from 3 to 5 p.m. and on Fridays from noon to 1 p.m. Supervised recreational facilities are made available as often as possible for informal use by the Lehman College community. The following intramural activities are available: basketball, soccer, softball, swimming, tennis, and volleyball. The Intramural-Recreation Office is located in Room 253 of the APEX.

Recreation Opportunities
Supervised hours for recreation in the APEX pool, fitness center, auxiliary gym, aerobics room, and racquetball courts are provided as often as possible for informal use by faculty, staff, and students. The schedule for these facilities varies somewhat from semester to semester and may be obtained in Room 251, APEX. The APEX is open Mondays through Fridays during the academic year from 7 a.m. until 10 p.m. On Saturday, the building is open from 8 a.m. until 5 p.m., and on Sunday from 9 a.m. until 2 p.m. Students may use the APEX free of charge; for others, a yearly membership fee is required. Additional information is available by calling 718-960-1117.

The Campus Life/Student Activities Office
The Office of Campus Life, located in the Student Life Building (718-960-8535), facilitates a myriad of student development programs that complements students’ academic experience. Programs include the Herbert H. Lehman Center for Student Leadership Development, which offers leadership training modules, reflective dialogues, retreats, conferences, public speaking and communications training as well as off-Â–campus trips to the White House, Pentagon and the United Nations.

The Office serves as a resource for all student clubs funded through the student activity fee. In association with Student Government Association (SGA) and its Programming Board, the office promotes thematic programs such as Black History Month, Women's History Month, and Latino Heritage Month. Additionally, the Campus Life staff is available to all students who might be interested in existing or establishing a new student organization.

The Student Life Building is a two-story facility which underwent a $2 million dollar renovation two years ago. The improvements include the SGA Executive Office thirty-two student club offices, the campus radio station Lehman Underground Radio, and The Herbert H. Lehman Center for Student Leadership Lounge. Adjacent to the south baseball field, the building is open from 9 a.m. until 9 p.m. Monday through Thursdays and
from 9 a.m. until 5 p.m. on Fridays. Graduate and undergraduates students are welcome to use the game room, TV room, student lounge, or conference rooms. A copying/fax service is available to all members of the Lehman community at the main entrance. Student club members are also free to use the computer resources for creating club posters and announcements. A wireless network and free laptop rental program are available to students with a valid Lehman ID.

The Office also provides students with expanding services through a computer lab, located in Shuster Hall, Room 131. Students may use the lab to access and complete various online financial aid-related applications. For more detailed information, visit www.lehman.cuny.edu/financialaid.

The Financial Aid Office
Located in Room 136 of Shuster Hall, the Office of Financial Aid assists students with all aspects of financing their education, including planning and meeting the expenses associated with attending the College. Information is available on financial assistance programs and on how to maintain eligibility for Federal, State, and City award programs. Financial Aid professionals will work closely with students and their families to put the cost of a Lehman education within reach.

The Career Services Center
The Career Services Center (CSC) (Room 254, Shuster Hall, 718-960-8366) assists Lehman students and alumni with all phases of their career development to help them transition from college to career. We strive to provide the highest standards of comprehensive services and practices so that students and alumni may successfully meet the challenges of a globally competitive job market.

Through its online management system and a state-of-the-art computer lab, students have access to full-time, part-time and internship positions in private, public, and non-profit organizations. The Career Services Center also provides students with individualized career counseling, interactive career developmental workshops, internship opportunities, employment resources and on-campus recruitment with employers.

The Cafeteria
The Student Cafeteria's contract operator offers food and catering services to the Lehman College community. The Underground Lounge offers a wide variety of freshly prepared, and nutritious meal options from 7:30 a.m. to 8:30 p.m. Monday through Thursday, and from 7:30 a.m. to 3:30 p.m. on Friday and Saturday. Schedules vary when class is not in session. Current schedules may be obtained by calling 718-960-1175.

The main student cafeteria The Underground Lounge, in the lower level of the Music Building, has a seating capacity of 800. The Underground Lounge is a complete food court dining location on campus. Students can choose from a wide variety of freshly prepared meals from the following exciting culinary concepts.

Asian Moon:
There are a variety of Asian cuisines featuring Thai, Japanese, and Chinese inspired dishes that include pad Thai, sesame chicken, steamed dumplings, beef teriyaki and more. There is also a wide variety of freshly prepared sushi and Japanese dishes. You can choose from one of our delicious sushi rolls or ask the sushi chefs to prepare your favorite roll just for you.

Tossed Salads:
Start with small or large mixed green salads and choose from any of our delicious gourmet ingredients and salad dressings to create your own signature tossed salad. The fat free dressings and fresh toppings make the salads a healthy option. Tossed salads are also available in the Carman Hall Café.

The Grill:
Start your day with fresh eggs prepared to order or a stack of delicious pancakes with butter. Join us again for lunch and grab a gourmet burger, grilled chicken sandwich, or Philly style cheese steak. Every grill item comes available as a small or large combo meal with fries and a fountain beverage making your lunch an extra special value.

Chefs Features:
Executive Chef Hector Morales prepares a delicious selection of hot entrée choices and delicious side dishes every day. Pair your favorite entrée with a choice of two side dishes for a complete meal.

Signature Sandwiches:
The NY style deli will create your favorite sandwich topped with a wide variety of accompaniments and dressings or choose from one of our signature sandwiches. In a hurry to get to class on time? Grab a freshly made sandwich from our grab-n-go case.

Mexi-Cali Fresh Baja Grille:
The Mexi Cali Grille, located in the Underground Lounge, features a variety of made-to-order options like steak burritos and chicken quesadillas and fish tacos. Everything is prepared to order and includes only the freshest ingredients.

City Slices:
There is a wide variety of delicious Pizzas made by Lehman College Pizza Chef Valentino. A favorite is Chicken Bacon Ranch, but you can choose from Authentic NY Cheese, Sicillian, Marinara, Balsamic Chicken, or Meatball. Or, grab a Stromboli and some garlic knots.

Located in the first floor of the Music Building, The Harmony Cafe offers a variety of Starbucks coffees, espresso drinks, and frappuccinos, hot and cold teas, pastries, desserts and light lunch options such as Hale and Hearty soups, sushi, Paninis, Kosher sandwiches, and salads to satisfy your afternoon cravings.

The Carman Café offers a wide variety of Starbucks coffees, espresso drinks, and frappuccinos, hot and cold teas, pastries, desserts and light lunch options such as Paninis, Kosher sandwiches, Hale and Hearty soups, and sushi are available. You can also order a prepared to order tossed salad from the tossed salad bar or grab a personal pizza. The hours of operation for the cafe are the same as those of the student cafeteria. For the convenience of students, a varied selection of vending machines is also available both in the Carman Café and the Student Cafeteria, The Underground Lounge.

The Career Services Center
The Career Services Center (CSC) (Room 254, Shuster Hall, 718-960-8366) assists Lehman students and alumni with all phases of their career development to help them transition from college to career. We strive to provide the highest standards of comprehensive services and practices so that students and alumni may successfully meet the challenges of a globally competitive job market.

Through its online management system and a state-of-the-art computer lab, students have access to full-time, part-time and internship positions in private, public, and non-profit organizations. The Career Services Center also provides students with individualized career counseling, interactive career developmental workshops, internship opportunities, employment resources and on-campus recruitment with employers.

The Financial Aid Office
Located in Room 136 of Shuster Hall, the Office of Financial Aid assists students with all aspects of financing their education, including planning and meeting the expenses associated with attending the College. Information is available on financial assistance programs and on how to maintain eligibility for Federal, State, and City award programs. Financial Aid professionals will work closely with students and their families to put the cost of a Lehman education within reach.

The Office also provides students with expanding services through a computer lab, located in Shuster Hall, Room 131. Students may use the lab to access and complete various online financial aid-related applications. For more detailed information, visit www.lehman.cuny.edu/financialaid.
Lehman College

The Speech and Hearing Center
A unique and highly regarded graduate teaching facility, the Speech and Hearing Center at Lehman College provides state of the art diagnostic and therapeutic services to individuals in the NYC Metropolitan area and to members of the Lehman community who have speech, language, hearing, feeding, and swallowing deficits. Services are delivered by graduate-student clinicians under the close supervision of Clinical Supervisors, who are speech-language pathologists and audiologists certified by ASHA (the American Speech-Language-Hearing Association) and licensed by New York State. The Center also serves as a laboratory for undergraduate and graduate students in Speech-Language and Hearing Sciences and faculty doing applied clinical research.

Service provision supports evidence-based practices in all diagnostic categories and treatment areas including language development, reading and writing, central auditory processing, articulation, voice, fluency, social language development, and feeding/swallowing for children and adults throughout the lifespan. Treatment is provided in individual and group settings. Parent and caregiver support is an integral component of our program. Bilingual services are also offered as well as accent modification. Devices for assisting the hearing impaired are available for evaluative purposes.

Conveniently located in the Speech and Theatre Building, Room B-50, the Lehman College Speech and Hearing Center is opened during the academic year, Monday through Friday between the hours of 10 am and 9 pm. Parking is available on campus. Center fees are considerably less than those charged by private practitioners.

Please contact us to inquire about services at our center at (718)960-8138.

The Student Health Center
The Student Health Center is located in the Old Gym Building, Room B008. The Center offers a wide range of services, including primary and acute care and treatment, urgent care, men and women's health services, required and elective immunizations, and internship and pre-employment physicals. Basic laboratory services and pharmaceuticals are also available. Preventive health education is a key focus.

The Student Health Center is supported by the Student Activity Fee and, therefore, most services are free or are offered at a significantly reduced cost. Free services include: HIV testing, CPR trainings, nutrition counseling, gyn examinations, health insurance assistance and food stamp assistance.

Office hours during the academic year are 9 a.m.-5 p.m. Monday through Friday and Tuesday until 6:30pm. Students with valid IDs may use the services of the Center on an appointment basis. Sick walk-in patients are accommodated. Additional information can be found on www.lehman.edu/studenthealth or call 718-960-8900.

The Counseling Center
The Lehman College Counseling Center is located at the Old Gym Building, Room 114. The Counseling Center offers free and confidential therapy. Trained Psychological Counselors are available to help students discuss difficulties that may be interfering in their day to day lives and keeping them from attaining their academic goals. Students’ individual circumstances and unique strengths are core elements in the therapy sessions which can range from 30 minutes to 45 minutes.

Students are encouraged to call 718-960-9761 to schedule appointments. In addition, walk-in counseling sessions are available with the assigned walk-in Counselor. Students are asked to complete forms, in paper or on a computer. Regardless, the student’s information is confidential. Please make an appointment today. We are here to support your academic and personal development.

The Child Care Center
The center is licensed by the New York City Department of Health, Bureau of Day Care, and accredited for over ten years by the National Association for the Education of Young Children. Childcare services during the day are provided for two-to-five-year-olds. Evening programs for children aged five to nine are available to parents attending evening classes at Lehman. Students enrolled in Saturday classes may enroll their four- to nine-year-old children in the Center’s Saturday program. Enrollment is based on available spaces and dated applications from a waiting list. Students interested in additional information about the Center, including current rates for full-time and part-time childcare, as well as for the after-school and weekend programs, may call 718-960-8746 for more information.

The Office of Community Engagement and New Student Programs
The Office of Community Engagement and New Student Programs aims to educate members of the Lehman campus community on the importance of responsible citizenship through new student orientation, community development programs, practical application of knowledge, and an awareness of global issues impacting local communities. There are five major components of the Office of Community Engagement and New Student Programs: Lehman L.I.F.E., Community Service-Learning, Service Program Calendar, Pay It Forward Program, CUNY Service Corps and New Student Orientation. Our programs engage students, faculty and staff in education and community service, providing opportunities for personal and professional growth, networking, and community engagement. To learn more about the opportunities available, please visit the Old Gym, Room 302 or call 347-577-4020.

Student Disability Services
The Office of Student Disability Services provides a wide range of accommodations and services to students with documented disabilities including those with temporary medical issues. Available services include, but are not limited to: advisement, registration assistance, assistive technology training, individual test administration, library assistance, equipment loan, agency referral, faculty liaison, sign language interpreters, note-takers, scribes, readers and proctors. The Office has an Assistive Technology Lab in the Library and provides students with
career development programs and other workshops. We welcome graduate students with disabilities and are committed to providing an equitable learning environment by reducing barriers to physical, technical, and programmatic access at Lehman. Our office is located in Shuster Hall, Room 238 and we can be reached at 718-960-8441.

Urban Male Leadership
The Urban Male Leadership Program (UMLP) is designed to facilitate the successful transition of new students to Lehman College. The program also provides support to continuing students by strengthening academic skills, personal development, and character enrichment. We are committed to facilitating student success both inside and outside of the classroom. The primary program focus is to increase the retention and graduation rates of all students while fostering a meaningful college experience with specific emphasis on historically underrepresented Black and Latino males. Our office is located in the Old Gymnasium Building, Suite 302 and we can be reached at 718-960-8801.

Veterans and Military Affairs
The Office of Veterans and Military Affairs is here to help veterans, service members, and their families assimilate into the Lehman College community. In addition, the Office assists eligible individuals in applying for benefits and services for which they are entitled to for serving in the Armed Forces. Lehman recognizes the contribution veterans and service members make as citizens and students. We are proud of their demonstrated level of diversity and academic excellence. Stop by the Office of Veterans and Military Affairs at Shuster Hall, Room 201B to learn how to maximize your benefits in achieving your goals. You can also reach the Coordinator of Veterans and Military Affairs at (718) 960-7188.

Wellness Education and Promotion Program
The Wellness Education and Promotion Program provides health awareness and education to the college community through outreach, student engagement, training and research. Our program model systematically addresses college health through the development of relevant programming at the individual, group and community level to promote health and support student success. The program provides a comprehensive campus outreach program that includes workshops, individual health counseling, support groups and a health information library for students. Our services are available to all enrolled undergraduate, graduate and professional students. The program provides internship opportunities for students in the areas of health education, communication and promotion. The Wellness Education and Health Promotion Program is located in the Old Gym, room 302. For additional information please call 718-960-2415.

International Student and Scholar Office
The International Student and Scholar Office assists students and scholars in obtaining and maintaining the F-1 International Student, and the J-1 Exchange Visitor visa type and immigration status for the purpose of pursuing a degree or certificate program; to teach; conduct research or engage in educational and cultural initiatives. The Certificate of Eligibility Forms (I-20 for F-1 students; DS 2019 for exchange students and scholars) are provided upon completion of all admission requirements, and verification of F or J program eligibility. ISSO Contact Information: Shuster Hall 210; Lehman web site: http://www.lehman.edu/students/international-students/index.php, email: isso.shuster@lehman.cuny.edu; telephone 718-960-7274.

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52/654
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Georgia Eftahltisides, Assoc. Dir. of Athletics (Higher Ed. Assoc.): B.S., Mercy Coll.; M.A.T., Manhattanville Coll.
Lenn Margolis, Sports Info. Dir. (Higher Ed. Asst.): B.S., Univ. of Massachusetts; M.B.A., Hofstra Univ.
Peter J. Kiernan, Aquatics Dir. (Higher Ed. Assoc.): B.A., M.S., Lehman Coll.
Robert Harris, Dir., Fitness Center (Higher Ed. Assoc.): B.A., State Univ. of New York at Cortland; M.A., Univ. of Conn.

Campus Life

Career Exploration & Development Center
Nicole McFarlane, Career Adviser (Higher Ed. Asst.): B.S., St. John's Univ.; M.S., M.A., Columbia Univ.
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Child Care Center
Jaci Maurer, Dir.: B.A., M.S., Pace Univ.

Counseling Center
Shoshana Kaish, Counselor (Higher Ed. Assoc.): B.A., Yeshiva Univ.; M.S., Yeshiva Univ.; PsyD., Long Island Univ.-Post.
Weny Paulino, Counselor (Higher Ed. Assoc.): B.A. Lehman Coll.; M.S.W., Yeshiva Univ.
Megan Wilen, Counselor (Higher Ed. Assoc.): B.A., Binghamton Univ.; M.S.W., Columbia Univ.
Vernika Hess-Curry, Counselor (Higher Ed. Assoc.): B.S., M.S.W., Lehman Coll.

CUNY Edge
Tara Carson-Pace, Dir., CUNY EDGE B.A., John Jay Coll. of Criminal Justice; M.S., Manhattan Coll.
Jacqueline Hylton-Legge, Academic Advisor: B.A., City Coll.; M.S., Capella Univ.
Amanda Dfone, Program Asst.: B.A., Lehman Coll.
Aaron Griles, Career Advisor: B.A., Mount Saint Mary Coll.

New Student Programs

Student Disability Services

Urban Male Leadership Program
Michael A. Deas, Dir. (Higher Ed. Officer): B.A., Lehman Coll.; M.S.W., Fordham Univ.
Jaye Jones, Dir. of Strategic Initiatives (Higher Ed. Officer): B.A., Univ. of Iowa; M.A., George Washington Univ.; M.S.W., Columbia Univ.; Ph.D., Univ. of Chicago.

Veterans and Military Affairs
Luis E. Soltero-Rodriguez, Dir. (Higher Ed. Assoc.): B.S., M.S.B., Lehman Coll.

Wellness Education and Health Promotion Program

Office of the Vice President for Information Technology

Distinguished Professors

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Laird W. Bergad
Distinguished Professor, Latin American, Latino & Puerto Rican Studies

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Distinguished Professor, Physics & Astronomy

John P. Corigliano
Distinguished Professor, Music

Joseph W. Dauben
Distinguished Professor, History

Victor Pan
Distinguished Professor, Mathematics & Computer Science

Permanent Instructional Staff (Teaching)

The faculty listing contains the names of the full-time instructional staff as of September 2020.

Adams, Emilie, Asst. Prof., Health Sci.: B.S., M.S., Brigham Young Univ.; Ph.D., Clemson Univ.
Ahmed, Siraj, Prof., Engl.: B.A., Univ. of Penn.; M.A., Ph.D., Columbia Univ.
Albom, Timothy, Prof., Hist.: B.A., Ph.D., Harvard Univ.
Alexander-Street, Ayanna, Lect., Biol. Sci.: B.S., Univ. of Connecticut; Ph.D., CUNY Grad. Cent.
Alleban, Eman, Asst. Prof., Philos.: B.A., Univ. of Michigan, Dearborn; Ph.D., McGill Univ.
Alonso, Orlando, Assoc. Prof., Middle & High School Ed.: B.S., High Inst. of Pedagogy Felix Varela; M.A., City Coll. of New York; Ed.D., Columbia Univ.
Alto, Andrew, Asst. Prof., Health Sci.: B.S., M.A., Lehman Coll.
Arzola, Rebecca, Asst. Prof., Libr.: M.L.S., Pratt Inst.
Bacon, Michael, Assoc. Prof., Mus., Multimed., Theatre, and Dance: B.S., Lehman Coll.
Badillo, David, Asst. Prof., Lat. Amer. & Latino Stud.: B.A., Univ. of Cal. at Berkeley; Ph.D., CUNY Grad. Cent.
Baldwin, Barbara, Clin. Asst. Prof., Nurs.: Nursing Diploma, St. Elizabeth Hospital Sch. of Nurs.; B.S.N., SUNY New Paltz; M.S., Pace Univ.; Post-Master Pediatric Nurse Pract., Hunter Coll.; Post-Master Doc. of Nursing Practice, Brandman Univ.
Bamshad-Alavi, Maryam, Prof., Biol. Sci.: B.S., M.S., Ph.D., Univ. of Mass.
Beck, Karin, Assoc. Prof., Langs. & Lits.: M.A., Free Univ. of Berlin; M.Phil., Ph.D., Columbia Univ.
Behrstock, Jason, Prof., Math.: B.A., Univ. of Cal. at Berkeley; Ph.D., State Univ. of New York at Stony Brook.
Benoit, Kofi, Assoc. Prof., Soc.: B.A., Univ. of Ghana; M.A., Univ. of Iowa; Ph.D., Univ. of Mich.
Bergad, Laird W., Dist. Prof., Lat. Amer. & Latino Stud.: B.A., Univ. of Wisc., M.A.; Ph.D., Univ. of Pittsburgh.
Bettiol, Renato Ghini, Asst. Prof., Math.: B.S., M.S., Univ. of São Paulo, Brazil; M.S., Ph.D., Univ. of Notre Dame.
Bonastia, Christopher, Prof., Soc.: B.A., Univ. of Virginia; M.A., Ph.D., New York Univ.
Boo, Chandi, Asst. Prof., Econ. & Bus.: B.A., Seoul National Univ.; M.S., State Univ. of New York at Buffalo; Ph.D., Univ. of North Carolina at Chapel Hill.
Boyar, Andrea, Assoc. Prof., Health Sci.: B.S., M.N.S., Ph.D., Cornell Univ.
Brusi, Rima, Dist. Lect., Anthro.: B.A., Univ. of Puerto Rico at Mayagüez; M.A., Ph.D., Cornell Univ.
Bues, Carol, Doct. Lect., Nurs.: B.S., Hunter Coll. School of Nursing; M.S.N., Downstate Univ., Coll. of Health Related Profession/School of Nursing; D.N.P., Stony Brook Univ. School of Nursing SUNY.
Burke, Martin, Assoc. Prof., Hist.: B.A., City Coll. of New York; M.A., Ph.D., Univ. of Michigan.


Burt, Katherine, Asst. Prof., Health Sci.: Ph.D., Teachers Coll., Columbia Univ.

Burton-Pye, Benjamin, Asst. Prof., Chem.: B.Sc., Univ. of Surry; Ph.D., Univ. of Manchester.


Campeau, Sandra, Lect., Psych.: B.S., McGill Univ.; M.A., Ph.D., Univ. of Toronto.

Cange, Charles, Asst. Prof., Health Sci.: Ph.D., Univ. of Washington.

Cao-Alvira, Jose, Prof., Econ. & Bus.: B.A., Univ. of Puerto Rico; M.S., Ph.D., Cornell Univ.


Chen, Ning, Prof., Econ. & Bus.: B.S., M.S., Nanjing Normal Univ.; Ph.D., East China Normal Univ.; Ph.D., Univ. of Cal. at Los Angeles.

Cheng, Hai-ping, Prof., Biol. Sci.: B.S., M.S., Fudan Univ.; Ph.D., Univ. of Massachusetts at Amherst.


Choudhary, Amol, Prof., Mgmt. & Bus. Innov.: B.E., State Univ. of New York at Stony Brook; M.B.A., Fairleigh Dickinson Univ.; J.D., Univ. of Buffalo.


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Dauben, Joseph W., Dist. Prof., Hist.: A.B., Claremont Coll.; M.A., Ph.D., Harvard Univ.

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Owen, Megan, Asst. Prof., Math.: B.S., Queens's Univ.; M.S., Ph.D., Cornell Univ.


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Parris, LaRose, Assoc. Prof., Afr. Stud.: B.A., Washington State Univ.; M.A., City Coll. of the City Univ. of New York; Ph.D., CUNY Grad Cent.


Payán Martín, Juan Jesús, Asst. Prof., Langs. & Lits.: B.A., M.A., Ph.D., Univ. Cádiz, Spain; Ph.D., Univ. of Cal. at Los Angeles.

Peach, Roger, Asst. Prof., Middle & H.S. Ed.: B.A., The Univ. of London; M.A., The Univ. of Auckland; Ph.D., CUNY Grad. Cent.

Petkov, Rosen, Assoc. Prof., Eco. & Bus.: B.A., Univ. of Rochester; M.P.A., Univ. of Texas at Austin; Ph.D., Univ. of National and World Economy.

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Prohaska, Vincent, Prof., Psych.: B.S., Adelphi Univ.; Ph.D., Univ. of Chicago.


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Raum, Ryan, Assoc. Prof., Anthro.: B.S., Univ., of Calgary; M.A., M.Phil., Ph.D., New York Univ.

Rachlin, Joseph W., Prof., Biol. Sci.: B.S., City Coll. of New York; M.S., Ph.D., New York Univ.


Reid, Anne, Assoc. Prof., Psych.: B.S., Univ. of Toronto; M.A., Ph.D., CUNY Grad. Cent.

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Rogers, Mary, Prof., Econ. & Bus.: B.S., Lehman Coll.; J.D., Antioch Sch. of Law.


Roldos Prosser, Maria Isabel, Assoc. Prof., Health Sci.: B.A., Univ. of San Francisco of Quito; M.P.A., New York Univ.; M.A., Georgia State Univ.; Dr.Ph. Univ. of Georgia.


Saen-de-Casas, Maria del Carmen, Assoc. Prof., Langs. & Lits.: B.A., Univ. Seville, Spain; M.A., Univ. of Michigan; Ph.D., CUNY Grad. Cent.

Sailor, Kevin, Prof., Psych.: B.A., Univ. of Cal. at Berkeley; M.A., Ph.D., Univ. of Illinois.

Saint-Louis, Nicole, Assoc. Prof., Soc. Wk.: B.S., Univ. of Scranton; M.S.W., D.S.W., Univ. of Penn.


Samuel, Lalitha, Assoc. Prof., Health Sci.: B.S., Delhi Univ.; M.S., Ph.D., G.B., Pant Univ.

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Sankaran, Renuka, Assoc. Prof., Biol. Sci.: B.S., M.S., Univ. of Madras, India; M.S., Ph.D., Southern Illinois Univ.

Sauane, Moira, Assoc. Prof., Biol. Sci.: B.S., M.S., Ph.D., National Univ. of Buenos Aires.


Schlesinger, Kenneth, Chief Librarian & Prof.: B.A., Univ. of Cal. at Berkeley; M.F.A., Yale Univ.; M.L.S., Pratt Inst.

Schmidt, Tyler, Assoc. Prof., Engl.: B.S., Univ. of Wisc. at Madison; M.A., Teachers Coll., Columbia Univ.; Ph.D., CUNY Grad. Cent.

Schneiderman, Robert, Assoc. Prof., Math.: B.A., City Coll. of New York; Ph.D., Univ. of Cal. at Berkeley.

Schoenfeld, Brad, Assoc. Prof., Health Sci.: B.S., Rock Mountain Univ.


Schweittek, David, Asst. Prof., Art: B.A., State Univ. of New York at New Paltz; M.F.A., Parsons Sch. of Design.

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Sloan, Heather, Assoc. Prof., Earth, Env. & Geo. Spat. Sci.: B.S., State Univ. of New York at Albany; M.A., Univ. of Cal. at Santa Clara; Ph.D., Univ. of Paris.
Smith, Sunyata, Lect., Middle & H.S. Ed.: B.S., SUNY Old Westbury; M.S., Ph.D., Albert Einstein Coll. of Medicine; CUNY Grad. Cent.
Spear, Thomas, Prof., Langs. & Lits.: B.A., Lawrence Univ.; M.A., Univ. of Cal. at Santa Barbara; Ph.D., New York Univ.
Spence, Naomi, Assoc. Prof., Soc.: B.A., Univ. of New Orleans; M.S., Ph.D., Florida State Univ.
Spencer, Robyn C., Assoc. Prof., History: B.A., State Univ. of New York at Binghamton; M.A., M.Phil., Ph.D., Columbia Univ.
Stolper, Marina, Lect., Health Sci.: M.S., Teachers Coll., Columbia Univ.
Stuckart, Daniel, Assoc. Prof., Middle & H.S. Ed.: B.A., Univ. of Wisconsin; B.A., M.A., Ph.D., Univ. of South Florida.
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Towery, Terry, Assoc. Prof., Art: B.S., Florida State Univ.; M.F.A., Univ. of Florida.
Vann, Maurice, Asst. Prof., Soc. Wk.: B.A., M.A., Univ. of Baltimore; M.Phil., Ph.D., CUNY Grad. Cent.
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Vinjamuri, Mohan, Assoc. Prof., Soc. Wk.: B.S., Univ. of Virginia; M.A., Teachers Coll., Columbia Univ.; M.S.W., Hunter Coll. Sch. of Social Work; Ph.D., CUNY Grad. Cent.
Watson, James, Asst. Prof., Libr.: B.S., State Univ. of New York at Albany; M.S., Long Island Univ.; M.F.S., New York Univ.
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Yavuz, Devrim, Asst. Prof., Soc.: B.S., Middle East Technical Univ., Ankara, Turkey; M.A., Ph.D., McGill Univ.—Montreal.
### Emeriti

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Education</th>
</tr>
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<tbody>
<tr>
<td>Ackerman, Evelyn</td>
<td>Prof. Emer., Hist.</td>
<td>B.A., Radcliffe Coll.; M.A., Ph.D., Harvard Univ.</td>
</tr>
<tr>
<td>Bastos, Maria L.</td>
<td>Prof. Emer., Rom. Lang.</td>
<td>B.A., Escuela Normal, Buenos Aires; M.A., Univ. of Buenos Aires; Ph.D., Univ. of La Plata, Argentina.</td>
</tr>
<tr>
<td>Baumgarten, Reuben L.</td>
<td>Prof. Emer., Chem.</td>
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</tr>
<tr>
<td>Beaton, Sarah</td>
<td>Assoc. Prof. Emer., Nurs.</td>
<td>B.S., Fairleigh Dickinson Univ.; M.A., Ph.D., New York Univ.</td>
</tr>
<tr>
<td>Bergman, Edward F.</td>
<td>Prof. Emer., Geol. &amp; Geog.</td>
<td>B.A., Univ. of Wisconsin; M.A., Ph.D., Univ. of Washington</td>
</tr>
<tr>
<td>Berman, Albert</td>
<td>Prof. Emer., Speech &amp; Theatre</td>
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</tr>
<tr>
<td>Blum, Antoinette</td>
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<tr>
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<td>Bush, Robert B.</td>
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<tr>
<td>Cavalcini, Mariella</td>
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<td>Costinescu, Gheorghe</td>
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</tr>
<tr>
<td>Davis, Allan</td>
<td>Prof. Emer., Mus.</td>
<td>B.Mus., M.Mus., Syracuse Univ.</td>
</tr>
<tr>
<td>Dayan, Jean</td>
<td>Prof. Emer., Chem.</td>
<td>B.A., Brooklyn Coll.; M.S., Ohio State Univ.; Ph.D., Columbia Univ.</td>
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<tr>
<td>DeMinco, Sandra</td>
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Lehman College

Isaacs, Godfrey, Prof. Emer., Math & Computer Sci.: B.S., M.S., Univ. of Capetown; Ph.D., Univ. of London.
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Judd, Jacob, Prof. Emer., Hist.: B.A., M.A., Ph.D., New York Univ.
Kay, Ulysses, Dist. Prof. Emer., Mus.: B.A., Univ. of Arizona; M. Mus., Eastman School of Mus.
Kearns, Francis E., Prof. Emer., Engl.: B.A., New York Univ.; M.A., Univ. of Chicago; Ph.D., Univ. of North Carolina.
Kunstler, Robin, Prof. Emer., Health Sci.: B.A., State Univ. of New York at Albany; M.S., Northeastern Univ.; D. Rec., Indiana Univ.
Lazarus, Marc S., Prof. Emer., Chem.: B.S., City Coll. of New York; M.A., Ph.D., Princeton Univ.
McLaughlin, Andrew C., Prof. Emer., Philos.: B.A., Union Coll.; Ph.D., State Univ. of New York at Buffalo
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Montero, Oscar, Prof. Emer., Langs. & Lits.: B.A., M.A., Ph.D., Univ. of North Carolina.
Movesian, George, Prof. Emer., Early Childh. & Elem. Ed.: B.A., Univ. of Buffalo; M.S., Ed.D., State Univ. of New York at Buffalo.
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I. Rules

Exercise general superintendence over the concerns, officers, employees, and students of his educational unit. The president, with respect to his education unit, shall:

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that: Providing in the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Freedoms can flourish only in an atmosphere of mutual respect, civility, and trust among teachers and students, only when members of the University community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy. Academic freedom and the sanctuary of the University campus extend to all who share these aims and responsibilities. They cannot be invoked by those who would subordinate intellectual freedom to political ends, or who violate the norms of conduct established to protect that freedom. Against such offenders the University has the right, and indeed the obligation, to defend itself. We accordingly announce the following rules and regulations to be in effect at each of our colleges which are to be administered in accordance with the requirements of due process as provided in the Bylaws of the Board of Higher Education.

With respect to enforcement of these rules and regulations we note that the Bylaws of the Board of Trustees provide that:

1. The president, with respect to his education unit, shall:

Have the affirmative responsibility of conserving and enhancing the educational standards of the college and schools under his jurisdiction; Be the advisor and executive agent of the Board and of his respective College Committee and as such shall have the immediate supervision with full discretionary power in carrying into effect the Bylaws, resolutions, and policies of the Board, the lawful resolutions of the several faculties; Exercise general superintendence over the concerns, officers, employees, and students of his educational unit."

1. Rules

1. A member of the academic community shall not intentionally obstruct and/or forcibly prevent others from the exercise of their rights. Nor shall he interfere with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

2. Individuals are liable for failure to comply with lawful directions issued by representatives of the University/college when they are acting in their official capacities. Members of the academic community are required to show their identification cards when requested to do so by an official of the college.

3. Unauthorized occupancy of University/college facilities or blocking access to or from such areas is prohibited. Permission from appropriate college authorities must be obtained for removal, relocation, and use of University/college equipment and/or supplies.

4. Theft from or damage to University/college premises or property, or theft of or damage to property of any person on University/college premises is prohibited.

5. Each member of the academic community or an invited guest has the right to advocate his position without having to fear abuse, physical, verbal, or otherwise from others supporting conflicting points of view. Members of the academic community and other persons on the college grounds shall not use language or take actions reasonably likely to provoke or encourage physical violence by demonstrators, those demonstrated against, or spectators.

6. Action may be taken against any and all persons who have no legitimate reason for their presence on any campus within the University/college, or whose presence on any such campus obstructs and/or forcibly prevents others from the exercise of their rights or interferes with the institution's educational processes or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services.

7. Disorderly or indecent conduct on University/college-owned or controlled property is prohibited.

8. No individual shall have in his possession a rifle, shotgun, or firearm or knowingly have in his possession any other dangerous instrument or material which can be used to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college without the written authorization of such educational institution. Nor shall any individual have in his possession any other instrument or material which can be used and is intended to inflict bodily harm on an individual or damage upon a building or the grounds of the University/college.

9. Any action or situation which recklessly or intentionally endangers mental or physical health or involves the forced consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization is prohibited.

10. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or other controlled substances by University students or employees in the workplace is prohibited. Employees of the University must also notify the College Personnel Director of any criminal drug statute conviction for a violation occurring in the workplace not later than five (5) days after such conviction.

11. The unlawful possession, use, or distribution of alcohol by students or employees on University/college premises or as part of any University/college activities is prohibited.
Lehman College

II. Penalties

1. Any student engaging in any manner of conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of sanctions as hereafter defined: admonition, warning, censure, disciplinary probation, restitution, suspension, expulsion, ejection, and/or arrest by the civil authorities.

2. Any tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to the following range of penalties: warning, censure, restitution, fine not exceeding those permitted by law or by the Bylaws of the City University of New York, or suspension with or without pay pending a hearing before an appropriate College authority, dismissal after a hearing, ejection, and/or arrest by the civil authorities, and, for engaging in any manner in conduct prohibited under substantive rule 10, may, in the alternative, be required to participate satisfactorily in an appropriately licensed drug treatment or rehabilitation program. A tenured or non-tenured faculty member, or other member of the instructional staff, or member of the classified staff engaging in any manner in conduct prohibited under substantive Rules 1 to 11, shall be entitled to be treated in accordance with applicable provisions of the Education Law, or the Civil Service Law, or the applicable collective bargaining agreement, or the Bylaws or written policies of the City University of New York.

3. Any visitor, licensee, or invitee engaging in any manner in conduct prohibited under substantive Rules 1 to 11 shall be subject to ejection, and/or arrest by the civil authorities.

4. Any organization which authorizes the conduct prohibited under substantive rules 1-11 shall have its permission to operate on campus rescinded.

Penalties 1-4 shall be in addition to any other penalty provided by law or the City University Trustees.

Sanctions Defined:

1. Admonition. An oral statement to the offender that he has violated University rules.

2. Warning. Notice to the offender, orally or in writing, that continuation or repetition of the wrongful conduct, within a period of time stated in the warning, may be cause for more severe disciplinary action.

3. Censure. Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period stated in the letter of reprimand.

4. Disciplinary Probation. Exclusion from participation in privileges or extracurricular University activities as set forth in the notice of disciplinary probation for a specified period of time.

5. Restitution. Reimbursement for damage to or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

6. Suspension. Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.

7. Expulsion. Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion.

8. Complaint to Civil Authorities.

9. Ejection. Bylaw Section 15.6

Suspension or Dismissal.
The Board of Trustees reserves full power to dismiss or suspend a student, or suspend a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution.

The Chancellor or Chancellor's designee, a president or any dean may in emergency or extraordinary circumstances, temporarily suspend a student, or temporarily suspend the privileges of a student organization or group for cause, pending an early hearing as provided in bylaw section 15.3 to take place within not more than seven (7) school days. Prior to the commencement of a temporary suspension of a student, the College shall give such student oral or written notice of the charges against him/her and, if he/she denies them, the College shall forthwith give such student an informal oral explanation of the evidence supporting the charges and the student may present informally his/her explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation may follow suspension, but shall be given as soon as feasible thereafter.

Notice of Non-Discrimination

It is the policy of The City University of New York—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth in CUNY's Policy on Equal Opportunity and Non-Discrimination.

CUNY's Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender harassment and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights.

It is also the University's policy to provide reasonable accommodations and academic adjustments when appropriate, to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions and victims of domestic violence/stalking/sex offenses. The process for addressing these issues is set forth in CUNY's Procedures for Implementing Reasonable Accommodations and Academic Adjustments.
Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation or academic adjustment is also prohibited.

To access CUNY’s Policy and Procedures on Equal Opportunity and Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments, please visit these links:

**CUNY Equal Opportunity and Non-Discrimination**

**CUNY Policy on Sexual Misconduct**

**Reasonable Accommodations and Academic Adjustments**
http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/reasonable-accommodations-and-academic-adjustments/

The following persons have been designated at Lehman College to handle inquiries and complaints relating to CUNY’s Policy on Equal Opportunity and Non-Discrimination and Policy on Sexual Misconduct and to ensure compliance with CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments:

**Policy on Equal Opportunity and Non-Discrimination**
Office of Compliance and Diversity, Shuster Hall, Room 356 Telephone (718) 960-8111
Dawn Ewing Morgan, Chief Diversity Officer/Title IX Coordinator
Email: dawn.ewing-morgan@lehman.cuny.edu
Maritza Rivera, Associate Director for Compliance and Diversity
Email: maritza.rivera@lehman.cuny.edu

**Policy on Sexual Misconduct**
Dawn Ewing Morgan, Chief Diversity Officer/Title IX Coordinator
Shuster Hall, Room 356 Telephone (718) 960-8111
Email: dawn.ewing-morgan@lehman.cuny.edu
Fausto Ramirez, Public Safety Director
APEX, Room 109 Telephone (718) 960-8594
Email: fausto.ramirez@lehman.cuny.edu
José Magdaleno, Vice President for Student Affairs
Shuster Hall, Room 204 Telephone (718) 960-8241
Email: joseph.magdaleno@lehman.cuny.edu

**Reasonable Accommodations and Academic Adjustments**
Student Disability Services, Shuster Hall, Room 238 Telephone (718) 960-8111
Email: disability.services@lehman.cuny.edu

**Reasonable Accommodations (Employment) and Domestic Violence in the Workplace Policy**
Office of Human Resources, Shuster Hall, Room 230 Telephone (718) 960-8181
Eric Washington, Director of Human Resources
Email: eric.washington@lehman.cuny.edu

The following federal, state, and local agencies enforce laws against discrimination:
- United States Department of Education Office for Civil Rights [http://www2.ed.gov/ocr](http://www2.ed.gov/ocr)

A large-print version of the Notice of Non-Discrimination is available upon request in electronic and/or paper format from Lehman’s Office of Compliance and Diversity.
The City University Of New York Policies And Procedures Concerning Sexual Assault, Stalking, And Domestic And Intimate Partner Violence Against Students

I. Policy Statement
The City University of New York seeks to create and maintain a safe environment in which all members of the University community - students, faculty and staff - can learn and work free from the fear of sexual assault and other forms of violence. The University's policies on Workplace Violence and Domestic Violence and the Workplace apply to all acts of violence that occur in the workplace or that may spill over into the workplace. The University's Sexual Harassment Policy prohibits many forms of unwelcome conduct, including but not limited to, physical conduct of a sexual nature. This policy is specifically directed towards sexual assault, domestic and intimate partner violence and stalking committed against students on and off-campus.

CUNY wants all victims of sexual assault, stalking and domestic and intimate partner violence to know that the University has professionals and law enforcement officers who are trained in the field to assist student victims in obtaining help, including immediate medical care, counseling and other essential services. If the alleged perpetrator is also a member of the CUNY community, the college will take prompt action to investigate, and, where appropriate, to discipline and sanction the alleged perpetrator. CUNY urges all victims to seek immediate help in accordance with the guidelines set forth in this policy with the assurance that all information received from a complaint will be handled as confidentially as possible.

In order to eliminate sexual assaults and other forms of violence perpetrated against students, and to create a safe college community, it is critical to provide an appropriate prevention education program and have trained professionals to provide vital supportive services.

Accordingly, CUNY is committed to the following goals:
- Providing clear and concise guidelines for students to follow in the event that they or someone they know have been the victim of a sexual assault, domestic/intimate partner violence, or stalking.
- Assisting victims of sexual assault or abuse in obtaining necessary medical care and counseling, whether on or off-campus.
- Providing the most informed and up-to-date education and information to its students about how to identify situations that involve sexual assault, domestic and intimate partner violence, or stalking, and ways to prevent these forms of violence.
- Educating and training all staff members, including counselors, public safety officers and student affairs staff and faculty, to assist victims of sexual assault, domestic/intimate partner violence, or stalking.
- Ensuring that disciplinary procedures are followed in the event that the alleged perpetrator is a CUNY student or employee.

II. Procedures For Reporting Incidents of Sexual Assault And Other Forms of Violence

Obtaining assistance after a student is sexually assaulted, stalked or is in an abusive relationship is extremely important and can involve different points of on-campus contact for students, faculty and staff, including the Public Safety Department, Women's/Men's Centers and Counseling Departments, and/or the Dean of Student Development/Student Affairs. Each provides different forms of assistance which together address many of the needs of survivors.

Contact Law Enforcement Personnel Immediately
CUNY urges any student who has been the victim of a sexual assault or other act of violence or abuse, or any student or employee who has witnessed a sexual assault or other act of violence against a student, to immediately report the incident to the college Public Safety Department if the attack occurred on-campus, or to call 911 or go to the local NYPD precinct if the incident took place off-campus. Each college shall be provided with a list of emergency contact numbers as part of its orientation and training programs.

Seek Immediate Medical Attention
It is critical that victims of a physical assault receive comprehensive medical attention as soon as possible. For a sexual assault in particular, immediate treatment and the preservation of evidence of the attack (i.e. retain the clothing worn during the attack and do not shower) is crucial to a criminal investigation. If a student believes that she/he may be the victim of date rape by being drugged, she/he should go directly to a hospital to receive a toxicology examination since such drugs only remain in a person's system for a short period of time. In all other circumstances, public safety and police personnel can assist the victim in obtaining medical care. Each college shall be provided with a list of local hospitals, some of which are designated as SAFE (Sexual Assault Forensic Examiner) hospitals that are specially equipped to handle sexual assaults and are trained to gather minute evidence from such assaults. Rape crisis advocates at emergency rooms are also trained to handle domestic violence. EMS will be directed to bring victims to a SAFE hospital at their request. Medical attention is critical not only to treat internal and external injuries and to combat the possibilities of sexually transmitted infections and/or pregnancy, but also to collect evidence that can be used against the alleged perpetrator. It is also vital to ongoing safety and recovery that victims receive emotional support and professional counseling as soon as possible after the attack.

Seek On-Campus Assistance
CUNY encourages student victims to contact the Dean of Student Affairs/Student Development to obtain assistance in accessing medical and counseling services, or to make any necessary changes to the student's academic program or residential housing situation. Public Safety can assist victims getting to and from campus safely, filing a police report and obtaining an order of protection against the alleged perpetrator. Victims can also file a complaint with the College against an alleged perpetrator who is a student or employee of the University with the Dean of Student Affairs/Student Development and the Public Safety Office.

Obtaining an On-Campus Advocate
Student victims of a sexual assault, stalking or domestic or intimate partner violence shall be provided with on-campus support in the form of
an advocate from the Women’s/Men’s Center (if there is one on campus) or an appropriately trained counselor to assist them in handling the
various aspects of their ordeal, such as: 1) explaining to victims their options of whether or not to report the incident to campus or law
enforcement authorities; 2) providing guidance if they require medical attention; 3) providing guidance in obtaining crisis intervention and/or
ongoing counseling services (or a referral to obtain the necessary services if such services are not available on campus); and 4) assisting victims
throughout the College’s disciplinary process if they choose to file a complaint against another student in connection with the incident.

Handling Sexual Assault, Stalking and Domestic and Intimate Partner Violence Complaints On-Campus
The Colleges shall act promptly in response to information that a student has been sexually assaulted, or has been the victim of domestic or
intimate partner violence or stalking by another member of the CUNY community. Upon receipt of a complaint, the College shall undertake an
appropriate investigation. If it appears that there is sufficient evidence to warrant disciplinary charges against a student or staff member, such
charges shall be brought pursuant to the appropriate University procedures or collective bargaining agreement. If the alleged perpetrator is a
student and the matter is brought before a hearing, the victim and alleged perpetrator are entitled to the same opportunities to have others
present and to be informed of the outcome of the proceedings. The victim is entitled to a report of the results of the proceeding at her/his
request. If a student is found guilty of committing a sexual assault or other act of violence against another CUNY student or employee after a
disciplinary hearing, the penalties may include suspension, expulsion from residence halls, or permanent dismissal from CUNY.
In addition, if during the course of the investigation and/or disciplinary process the alleged perpetrator, or anyone on his/her behalf, seeks to
contact the victim so as to harass, intimidate, threaten or coerce the victim in any way, the College reserves the right to bring additional
disciplinary action against the actor. Such conduct by any member of the CUNY community will not be tolerated.

Confidentiality
The University recognizes that confidentiality is particularly important to victims of sex crimes, domestic and intimate partner violence and
stalking. If the victim seeks counseling with a licensed professional and/or works with an advocate from the campus, those communications
will be confidential. CUNY encourages victims in all circumstances to seek counseling in order to speak about her/his options and to begin the
recovery period.

While complete confidentiality cannot be guaranteed, every effort will be made to maintain confidentiality on a ‘need to know’ basis. Generally,
the wishes of a victim not to report a sexual assault or incident of domestic/intimate partner violence or stalking to the police will prevail,
though the College reserves the right to notify the police when it believes that such reporting is necessary for the protection of the College
community. Such notification, however, will generally be done without divulging the victim’s identity and for the purpose of providing a
campus-wide safety alert. In addition, the College must adhere to legal mandates such as Title IX, medical reporting laws, and the Campus
Security Act. For example, CUNY is required to make an annual report documenting the occurrences of violent crimes on campus, including
sexual assault. However, this report does not include any information identifying the individuals (including the victims) linked to these crimes.

III. Implementation of The Policies and Procedures Concerning Sexual Assault And Other Forms of Violence Against Students
The President and Vice President for Student Affairs/Student Development of each college shall be responsible for implementing this policy in
accordance with the most up-to-date information and resources pertaining to sexual assault, stalking and domestic/intimate partner violence
education and prevention, and victim assistance. The following steps must be taken to implement this policy:

1. Publication: A copy of this policy shall be easily accessible on the CUNY website and on the website administered by each College. A
summary shall also be incorporated into every College student handbook. In addition, copies of the policy and procedures shall be made
available in student centers, residence halls, student affairs/student development offices, women’s/men’s centers, counseling centers,
health clinics and public safety departments, and shall be distributed to all new students during orientations.
2. Prevention/Risk Reduction Education: Each College shall develop materials and programs to educate its students, faculty and staff on the
nature, dynamics, common circumstances and effects of sexual assault, domestic/intimate partner violence and stalking, and the means
to reduce their occurrence and prevent them. Prevention education should provide up-to-date and relevant information, such as
education pertaining to bystander intervention, the importance of peer networks and the significance of fostering a community of
responsibility.
3. Prevention education materials and programs shall be incorporated into campus orientation activities for all incoming undergraduate
and graduate students (including transfers), and shall be made available to all student activity groups, clubs and athletic teams. In
addition, all residence halls shall have a mandatory orientation on sexual assault, stalking and domestic/intimate partner violence
prevention. Colleges are encouraged to assist in the organization of peer education groups and to provide resources to such groups so
that the groups can provide training and outreach to other students throughout the academic year. Since the abuse of alcohol is
frequently involved in occurrences of sexual assault and other forms of violence, it is important that the education program include
education about the deleterious effects of alcohol abuse.
4. Professional Training: Each College shall provide periodic training relating to the prevention and handling of sexual assaults, stalking
and domestic/intimate partner violence for all relevant personnel, including public safety officers, counselors, student affairs staff and
residence hall assistants by experts trained in the field. Education and training shall also be made available to any interested faculty and
staff member. Each campus must have at least one qualified staff or faculty member serve as a designated liaison and trainer.
5. Oversight by CUNY Central Administration: The University Vice Chancellor for Student Affairs shall monitor compliance with this policy
at all of the campuses, shall review the policies and procedures on an annual basis, and shall make recommendations in the event that
updates to prevention and education information are necessitated. In addition, the Office of the Vice Chancellor for Student Affairs shall
provide educational materials that may be needed to ensure full implementation of this policy on every campus. Liaisons will be
identified from each campus who will receive standardized training in order to fulfill their responsibilities on their campuses. The policies, procedures and outreach materials and programs will be subject to a periodic process of assessment in order to maintain efficacy.

Examples of Sexual Harassment

Sexual harassment may take different forms. Using a person's response to a request for sexual favors as a basis for an academic or employment decision is one form of sexual harassment. Examples of this type of sexual harassment include, but are not limited to, the following:

- requesting or demanding sexual favors in exchange for employment or academic opportunities (such as hiring, promotions, grades, or recommendations);
- submitting unfair or inaccurate job or academic evaluations or grades, or denying training, promotion, or access to any other employment or academic opportunity, because sexual advances have been rejected.

Other types of unwelcome conduct of a sexual nature can also constitute sexual harassment, if sufficiently severe or pervasive that the target does find, and a reasonable person would find, that an intimidating, hostile, or abusive work or academic environment has been created. Examples of this kind of sexual harassment include, but are not limited to, the following:

- sexual comments, teasing, or jokes;
- sexual slurs, demeaning epithets, derogatory statements, or other verbal abuse;
- graphic or sexually suggestive comments about an individual's attire or body;
- inquiries or discussions about sexual activities;
- pressure to accept social invitations, to meet privately, to date, or to have sexual relations;
- sexually suggestive letters or other written materials;
- sexual touching, brushing up against another in a sexual manner, graphic or sexually suggestive gestures, cornering, pinching, grabbing, kissing, or fondling;
- coerced sexual intercourse or sexual assault.

Consensual Relationships

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the University community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the University community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the University community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at the University if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid awards or other remuneration, or that may impact upon other academic or employment opportunities.

Academic Freedom

This policy shall not be interpreted so as to constitute interference with academic freedom.

False and Malicious Accusations

Members of the University community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

Procedures

The University has developed procedures to implement this policy. The President of each constituent college of the University, the Senior Vice Chancellor at the Central Office, and the Dean of the Law School shall have ultimate responsibility for overseeing compliance with this policy at his or her respective unit of the University. In addition, each dean, director, department chairperson, executive officer, administrator, or other person with supervisory responsibility shall be required to report any complaint of sexual harassment to the individual or individuals designated in the procedures. All members of the University community are required to cooperate in any investigation of a sexual harassment complaint.

Enforcement

There is a range of corrective actions and penalties available to the University for violations of this policy. Students, faculty, or staff who are found, following applicable disciplinary proceedings, to have violated this Policy are subject to various penalties, including termination of employment and/or student expulsion from the University.

Sexual Harassment Awareness and Intake Committee
Lehman College

The Sexual Harassment Awareness and Intake Committee is responsible for educating the Lehman College community about sexual harassment and its potential consequences to the University community. The members of the Sexual Harassment Awareness and Intake Committee are available to respond to inquiries, receive complaints alleging sexual harassment from any member of the college community, and to refer individuals and/or the complaint to the Sexual Harassment Coordinator. The members of the Sexual Harassment Awareness and Intake Committee are:

- Annecy Baez, Counseling Center  
  (718-960-8761)
- Chelsea Campbell, Paralegal Studies Program/Continuing Education  
  (718-960-1159)
- Vanessa Gonzalez, Campus Life  
  (718-960-8468)
- Joette Resves, Health Programs/Continuing Education  
  (718-960-8998)
- Maritza Rivera, Office of Compliance and Diversity  
  (718-960-8111)
- Michael Sullivan, Campus Life  
  (718-960-8535)

**Sexual Harassment Coordinator**

Dawn Ewing Morgan, Office of Compliance and Diversity  
(718-960-8111)

**Sexual Harassment Deputy Coordinators**

- Graciela Castex, Sociology and Social Work  
  (718-960-7864)
- John Cirace, Economics & Accounting  
  (718-960-8388)
- Vincent Zucchetto, Student Affairs  
  (718-960-8242)

**Lehman College Records Policy**

**Prohibition on Submission of Fraudulent Admission Documents:**

The submission of documents in support of applications for admission such as transcripts, diplomas, test scores, references, or the applications themselves, that are forged, fraudulent, altered from the original, materially incomplete, obtained under false pretenses, or otherwise deceptive (collectively referred to as fraudulent documents) is prohibited and is punishable by a five-year ban on applying for admission or five-year suspension from CUNY. A second violation is punishable by a lifetime ban on applying for admission or expulsion from CUNY.

When fraudulent admissions documents are discovered prior to an applicant's enrollment, sanctions will be imposed centrally. A first offense will be punishable by a five-year ban on applying for admission and a second offense will result in a lifetime ban. The accused applicant will have the opportunity to appeal to the Vice Chancellor for Student Development.

If the fraudulent admissions document is discovered after the student completes registration or begins classes at a college, the student shall be suspended for five years with the right to appeal through the college student disciplinary process. A second offense results in expulsion.

If the fraudulent admissions document is discovered after the student has already graduated, the graduate shall be notified in writing and shall be entitled to a disciplinary hearing under Article 15 of the Board Bylaws. If the disciplinary committee sustains the charges, the committee may impose a five-year suspension and in addition recommend the revocation of the degree. A second violation results in expulsion. Any recommendation to revoke a degree is subject to the approval by the Board of Trustees after considering the recommendation of the faculty of the college.

**Family Educational Rights and Privacy Act (F.E.R.P.A)**

LEHMANN COLLEGE, THE CITY UNIVERSITY OF NEW YORK NOTIFICATION OF STUDENT RIGHTS CONCERNING EDUCATION RECORDS AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) gives students certain rights with respect to their education records. The FERPA rights of students are:

1. The right to inspect and review your education records.

   Students should submit written requests that identify the specific record(s) they wish to inspect to Lehman's Office of the Registrar. If the records are not maintained by the Registrar, the Registrar will advise you of the correct official to whom the request should be addressed.
All requests shall be granted or denied in writing (which may be by e-mail) within 45 days of receipt. If the request is granted, you will be notified of the time and place where the records may be inspected. If the request is denied or not responded to within 45 days, you may appeal to the college’s FERPA Appeals Officer. Additional information regarding the appeal procedures will be provided to you if a request is denied.

(2) The right to request amendment of your education records that you believe are inaccurate, misleading or otherwise in violation of your privacy rights under FERPA.

You may ask the college to amend a record that you believe is inaccurate, misleading or otherwise in violation of your privacy rights under FERPA. You should write to the college official responsible for the record, clearly identify the part of the record you want changed, and specify why it is inaccurate or misleading.

If the college decides not to amend the record as you request, the college will notify you of the decision and advise you of your right to a hearing before the college’s FERPA Appeals Officer regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of your right to a hearing.

(3) The right to consent before the college discloses personally identifiable information ("PII") contained in your education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Lehman College or the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college or University has contracted as its agent to provide a service instead of using University employees or officials; a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary committee; or an individual assisting another school official in performing his or her tasks. A school official also includes a contractor, consultant, volunteer or other party to whom the college or the University has outsourced services or functions that would be otherwise performed by employees, as well as the State Comptroller and his or her agents and representatives for the purpose of conducting audits.

A school official has a legitimate educational interest if access is reasonably necessary in order to fulfill his or her professional responsibilities for the college.

Upon request, the college discloses education records without consent to officials of another college or school in which a student seeks or intends to enroll or has enrolled.

(4) The right to appeal the alleged denial of FERPA rights to the

General Counsel and Vice Chancellor for Legal Affairs
City University of New York
205 East 42nd Street
New York, New York 10017

(5) The right to file a complaint with the S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

**Directory Information:** The college will make this "directory information" concerning current and former students available to parties having a legitimate interest in the information: name, attendance dates (semesters and sessions, not daily records), photograph, 8-digit student ID number (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity), enrollment status (full or part-time, undergraduate or graduate, etc.), level of education (credits completed), degree enrolled for and major field of study, participation in official recognized activities and sports (teams), height and weight (for members of athletic teams only), degrees, honors, and awards received. A current and former student’s address, email address, and telephone number constitute directory information but disclosure of this information can only be made to employees of the University and its constituent colleges for the purpose of conducting legitimate University business, and it cannot be shared with individuals and organizations outside the University. By filing a form with the Registrar’s Office, you may request that directory information not be released without your prior written consent. This form is available in the Registrar’s Office and may be filed, withdrawn, or modified at any time.

**Disclosure without prior consent:** FERPA permits (and sometimes requires) the disclosure of PII from students’ education records, without consent, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

In addition to school officials with legitimate educational interests and officials at certain other schools, the college may, consistent with more detailed guidance and limitations from FERPA, disclose PII from the education records without obtaining prior written consent -

- To the U. S. Comptroller General, Attorney General, or Secretary of Education.
- To certain State and Local educational authorities.
- In connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, the amount of the aid, or the conditions of the aid, or to enforce the terms and conditions of the aid.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
Lehman College

- To accrediting organizations to carry out their accrediting functions.
- To the student’s parents if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense.
- To the general public, the final results of a disciplinary proceeding, if the college determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and has committed a violation of the college’s policies with respect to these allegations.
- To parents of a student under age 21 regarding the student’s violation of any law or college rule governing the use or possession of alcohol or a controlled substance if the college determines the student committed a disciplinary violation.

Click Here for a FERPA Release Form.

A copy of CUNY’s FERPA policy can be found at:

New York State Education Law Section 224-A

Students unable because of religious beliefs to register or attend classes on certain days:

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he is unable, because of his religious beliefs, to register or attend classes or to participate in any examination, study, or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his religious beliefs, an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study, or work requirements are held on Friday after four o’clock post meridian or on Saturday, similar or makeup classes, examinations, study, work requirements, or opportunities shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study, or work requirements, or registration held on other days.

5. In effectuating the provisions of this section, it shall be the duty of the faculty and of the administrative officials of each institution of higher education to exercise the fullest measure of good faith. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

6. Any student, who is aggrieved by the alleged failure of any faculty or administrative officials to comply in good faith with the provisions of this section, shall be entitled to maintain an action or proceeding in the Supreme Court of the county in which such institution of higher education is located for the enforcement of his rights under this section.

College Policies, Procedures and Regulations

Lehman College, like most institutions of higher learning, has regulations and policies governing academic standards and procedures, class attendance, final examinations, grade records, personal health, and conduct. They have been established in accordance with the Bylaws of the Board of Trustees, and on recommendation of the College’s governance body - the Lehman College Senate. Specific policies and regulations are enumerated in this Bulletin and in the Student Guide, available in the Office of the Vice President of Student Affairs, the Division of Adult and Continuing Education, and the Office of Academic Advisement.

Conduct

Article XV, Section 15.1 (Conduct Standard Defined) of the Bylaws of the Board of Trustees of The City University of New York reads as follows:

Each student enrolled or in attendance in any college, school, or unit under the control of the Board and every student organization, publication, club, or chapter shall obey the laws of the City, State, and Nation, and the published rules, regulations, and orders of the Board of Higher Education and the duly established college authorities. Application to Lehman College constitutes acceptance of the foregoing provisions as well as of the detailed rules set forth in the Appendix.

The City University of New York Computer User Responsibilities

NOTE: The city University of New York Computer User Responsibilities is a statement originally prepared by the University’s Computer Policy Committee. It underwent review by the University Faculty Senate and the CUNY Office of the Vice Chancellor for Legal Affairs.

Introduction
CUNY's computer resources are dedicated to the support of the university's mission of education, research, and public service. In furtherance of this mission, CUNY respects, upholds, and endeavors to safeguard the principles of academic freedom, freedom of expression, and freedom of inquiry.

CUNY recognizes that there is a concern among the university community that because information created, used, transmitted, or stored in electronic form is by its nature susceptible to disclosure, invasion, loss, and similar risks, electronic communications and transactions will be particularly vulnerable to infringements of academic freedom. CUNY's commitment to the principles of academic freedom and freedom of expression includes electronic information. Therefore, whenever possible, CUNY will resolve doubts about the need to access CUNY computer resources in favor of a user's privacy interest.

However, the use of CUNY computer resources, including for electronic transactions and communications, like the use of other university-provided resources and activities, is subject to the requirements of legal and ethical behavior. This policy is intended to support the free exchange of ideas among members of the CUNY community and between the CUNY community and other communities, while recognizing the responsibilities and limitations associated with such exchange.

**Applicability**

This policy applies to all users of CUNY computer resources, whether affiliated with CUNY or not, and whether accessing those resources on a CUNY campus or remotely. This policy supersedes the CUNY policy titled "CUNY Computer User Responsibilities" and any college policies that are inconsistent with this policy.

**Definitions**

"CUNY Computer resources" refers to all computer and information technology hardware, software, data, access and other resources owned, operated, or contracted by CUNY. This includes, but is not limited to, personal computers, handheld devices, workstations, mainframes, minicomputers, servers, network facilities, databases, memory, and associated peripherals and software, and the applications they support, such as e-mail and access to the Internet. "E-mail" includes point-to-point messages, postings to newsgroups and listservs, and other electronic messages involving computers and computer networks.

**Rules for Use of CUNY Computer Resources**

1. **Authorization.** Users may not access a CUNY computer resource without authorization or use it for purposes beyond the scope of authorization. This includes attempting to circumvent CUNY computer resource system protection facilities by hacking, cracking, or similar activities, accessing or using another person's computer account, and allowing another person to access or use the user's account. This provision shall not prevent a user from authorizing a colleague or clerical assistant to access information under the user's account on the user's behalf while away from a CUNY campus or because of a disability. CUNY computer resources may not be used to gain unauthorized access to another computer system within or outside of CUNY. Users are responsible for all actions performed from their computer account that they permitted or failed to prevent by taking ordinary security precautions.

2. **Purpose.** Use of CUNY computer resources is limited to activities relating to the performance by CUNY employees of their duties and responsibilities. For example, use of CUNY computer resources for private commercial or not-for-profit business purposes, for private advertising of products or services, or for any activity meant solely to foster personal gain, is prohibited. Similarly, use of CUNY computer resources for partisan political activity is also prohibited.

3. **Except with respect to CUNY employees other than faculty, where a supervisor has prohibited it in writing, incidental personal use of computer resources is permitted so long as such use does not interfere with CUNY operations, does not compromise the functioning of CUNY computer resources, does not interfere with the user's employment or other obligations to CUNY, and is otherwise in compliance with this policy.

4. **Compliance with Law.** CUNY computer resources may not be used for any purpose or in any manner that violates CUNY rules, regulations, or policies, or federal, state, or local law. Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those other states and countries, and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use.

5. Examples of applicable federal and state laws include the laws of libel, obscenity, and child pornography, as well as the following:

   - Family Educational Rights and Privacy Act
   - Electronic Communications Privacy Act
   - Computer Fraud and Abuse Act
   - New York State Freedom of Information Law
   - New York State Law with respect to the confidentiality of library records
   - Examples of applicable CUNY rules and policies include the following:
     - Sexual Harassment Policy
     - Policy on Maintenance of Public Order
     - Web Site Privacy Policy
     - Gramm-Leach-Bliley Information Security Program
     - University Policy on Academic Integrity
     - Information Security policies

6. **Licenses and Intellectual Property.** Users of CUNY computer resources may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark, and other intellectual property laws.

7. **Use of CUNY computer resources should generally assume that material is copyrighted unless they know otherwise, and not copy, download, or distribute copyrighted material without permission unless the use does not involve the use of CUNY computer resources for partisan political activity is also prohibited.**
8. **False Identity and Harassment.** Users of CUNY computer resources may not employ a false identity, mask the identity of an account or computer, or use computer resources to engage in abuse of others, such as sending harassing, obscene, threatening, abusive, deceptive, or anonymous messages within or outside CUNY.

9. **Confidentiality.** Users of CUNY computer resources may not invade the privacy of others by, among other things, viewing, copying, modifying, or destroying data or programs belonging to or containing personal or confidential information about others, without explicit permission to do so. CUNY employees must take precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties or otherwise.

10. **Integrity of Computer Resources.** Users may not install, use, or develop programs intended to infiltrate or damage a computer resource, or which could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facility. This includes, but is not limited to, programs known as computer viruses, Trojan horses, and worms. Users should consult with the IT director at their college before installing any programs that they are not sure are safe.

11. **Disruptive Activities.** CUNY computer resources must not be used in a manner that could reasonably be expected to cause or does cause, directly or indirectly, unwarranted or unsolicited interference with the activity of other users. This provision explicitly prohibits chain letters, virus hoaxes, or other intentional e-mail transmissions that disrupt normal e-mail service. Also prohibited are spamming, junk mail, or other unsolicited mail that is not related to CUNY business and is sent without a reasonable expectation that the recipient would welcome receiving it, as well as the inclusion on e-mail lists of individuals who have not requested membership on the lists, other than the inclusion of members of the CUNY community on lists related to CUNY business. CUNY has the right to require users of CUNY computer resources to limit or refrain from other specific uses if, in the opinion of the IT director at the user's college, such use interferes with efficient operations of the subject, system, to appeal to the President or, in the case of central office staff, to the Chancellor.

12. **CUNY Names and Trademarks.** CUNY names, trademarks, and logos belong to the university and are protected by law. Users of CUNY computer resources may not use or imply that they speak on behalf of CUNY or use a CUNY name, trademark, or logo without authorization to do so. Affiliation with CUNY does not, by itself, imply authority to speak on behalf of CUNY.

13. **Security.** CUNY employs various measures to protect the security of its computer resources and of users' accounts. However, CUNY cannot guarantee such security. Users are responsible for engaging in safe computing practices, such as guarding and not sharing their passwords, changing passwords regularly, logging out of systems at the end of use, and protecting private information, as well as for following CUNY's Information Security policies and procedures. Users must report incidents of Information Security policy non-compliance or other security incidents to CUNY's Chief Information Officer and Chief Information Security Officer, and the IT director at the affected user's college.

14. **Filtering.** CUNY reserves the right to install spam, virus, and spyware filters and similar devices if necessary in the judgment of CUNY's Office of Information Technology or a college IT director to protect the security and integrity of CUNY computer resources. Notwithstanding the foregoing, CUNY will not install filters that restrict access to e-mail, instant messaging, chat rooms, or websites based solely on content.

15. **Confidential Research Information.** Principal investigators and others who use CUNY computer resources to store or transmit research information that is required by law or regulation to be held confidential or for which a promise of confidentiality has been given, are responsible for taking steps to protect confidential research information from unauthorized access or modification. In general, this means storing the information on a computer that provides strong access controls (passwords) and encrypting files, documents, and messages for protection against inadvertent or unauthorized disclosure while in storage or in transit over data networks. Robust encryption is strongly recommended for information stored electronically on all computers, especially portable devices such as notebook computers, Personal Digital Assistants (PDAs), and portable data storage (e.g., memory sticks) that are vulnerable to theft or loss, as well as for information transmitted over public networks. Software and protocols used should be reviewed and approved by CUNY's Office of Information Technology.

16. **CUNY Access to Computer Resources.**

17. **CUNY does not routinely monitor, inspect, or disclose individual usage of its computer resources without the user's consent. In most instances, if the university needs information located in a CUNY computer resource, it will simply request it from the author or custodian. However, CUNY IT professionals and staff do regularly monitor general usage patterns as part of normal system operations and maintenance and might, in connection with these duties, observe the contents of web sites, e-mail, or other electronic communications. Except as provided in this policy or by law, these individuals are not permitted to seek out contents or transactional information, or disclose or otherwise use what they have observed. Nevertheless, because of the inherent vulnerability of computer technology to unauthorized intrusions, users have no guarantee of privacy during any use of CUNY computer resources or in any data in them, whether or not a password or other entry identification or encryption is used. Users may expect that the privacy of their electronic communications and of any materials contained in computer storage in any CUNY electronic device dedicated to their use will not be intruded upon by CUNY except as outlined in this policy.

CUNY may specifically monitor or inspect the activity and accounts of individual users of CUNY computer resources, including individual login sessions, e-mail, and other communications, without notice, in the following circumstances:

1. when the user has voluntarily made them accessible to the public, as by posting to Usenet or a web page;
2. when it is reasonably necessary to do so to protect the integrity, security, or functionality of CUNY or other computer resources, as determined by the college chief information officer or his or her designee, after consultation with CUNY's chief information officer or his or her designee;
3. when it is reasonably necessary to diagnose and resolve technical problems involving system hardware, software, or communications, as determined by the college chief information officer or his or her designee, after consultation with CUNY's chief information officer or his or her designee;
4. when it is reasonably necessary to protect CUNY from liability, or when failure to act might result in significant bodily harm, significant property loss or damage, or loss of significant evidence, as determined by the college president or a vice president designated by the president, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;

5. when there is a reasonable basis to believe that CUNY policy or federal, state, or local law has been or is being violated, as determined by the college president or a vice president designated by the president, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;

6. when an account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns, as determined by the college president or a vice president designated by the president and the college chief information officer or his or her designee, after consultation with CUNY's chief information officer or his or her designee, the Office of General Counsel, and the Chair of the University Faculty Senate (if a CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable; or

7. as otherwise required by law.

In those situations in which the Chair of the University Faculty Senate is to be consulted prior to monitoring or inspecting an account or activity, the following procedures shall apply: (i) the college president shall report the completion of the monitoring or inspection to the Chair and the CUNY employee affected, who shall also be told the reason for the monitoring or inspection, except where specifically forbidden by law; and (ii) if the monitoring or inspection of an account or activity requires physical entry into a faculty member's office, the faculty member shall be advised prior thereto and shall be permitted to be present to observe, except where specifically forbidden by law.

A CUNY employee may apply to the General Counsel for an exemption from some or all of the circumstances under which CUNY may inspect and monitor computer resource activity and accounts, pursuant to subparagraphs (a)-(f) above, with respect to a CUNY computer resource used solely for the collection, examination, analysis, transmission, or storage of confidential research data. In considering such application, the General Counsel shall have the right to require the employee to affirm in writing that the computer resource will be used solely for the confidential research. Any application for exemption should be made prior to using the computer resource for the confidential research.

CUNY, in its discretion, may disclose the results of any general or individual monitoring or inspection to appropriate CUNY personnel or agents, or law enforcement or other agencies. The results may be used in college disciplinary proceedings, discovery proceedings in legal actions, or otherwise as is necessary to protect the interests of the University.

In addition, users should be aware that CUNY may be required to disclose to the public under the New York State Freedom of Information Law communications made by means of CUNY computer resources in conjunction with University business.

Any disclosures of activity of accounts of individual users to persons or entities outside of CUNY, whether discretionary or required by law, shall be approved by the General Counsel and shall be conducted in accordance with any applicable law. Except where specifically forbidden by law, CUNY employees subject to such disclosures shall be informed promptly after the disclosure of the actions taken and the reasons for them.

The Office of General Counsel shall issue an annual statement of the instances of account monitoring or inspection that fall within categories (d) through (g) above. The statement shall indicate the number of such instances and the cause and result of each. No personally identifiable data shall be included in this statement.

See CUNY's Web Site Privacy Policy for additional information regarding data collected by CUNY from visitors to the CUNY website at www.cuny.edu.

18. Enforcement. Violation of this policy may result in suspension or termination of an individual's right of access to CUNY computer resources, disciplinary action by appropriate CUNY authorities, referral to law enforcement authorities for criminal prosecution, or other legal action, including action to recover civil damages and penalties.

19. Violations will normally be handled through the university disciplinary procedures applicable to the relevant user. For example, alleged violations by students will normally be investigated, and any penalties or other discipline will normally be imposed, by the Office of Student Affairs.

CUNY has the right to temporarily suspend computer use privileges and to remove from CUNY computer resources material it believes violates this policy, pending the outcome of an investigation of misuse or finding of violation. This power may be exercised only by the President of each college or the Chancellor.

20. Additional Rules. Additional rules, policies, guidelines and/or restrictions may be in effect for specific computers, systems, or networks, or at specific computer facilities at the discretion of the directors of those facilities. Any such rules which potentially limit the privacy or confidentiality of electronic communications or information contained in or delivered by or over CUNY computer resources will be subject to the substantive and procedural safeguards provided by this policy.

21. Disclaimer. CUNY shall not be responsible for any damages, costs, or other liabilities of any nature whatsoever with regard to the use of CUNY computer resources. This includes, but is not limited to, damages caused by unauthorized access to CUNY computer resources, data loss, or other damages resulting from delays, non-deliveries, or service interruptions, whether or not resulting from circumstances under the CUNY's control.

22. Users receive and use information obtained through CUNY computer resources at their own risk. CUNY makes no warranties (expressed or implied) with respect to the use of CUNY computer resources. CUNY accepts no responsibility for the content of web pages or graphics that are linked from CUNY web pages, for any advice or information received by a user through use of CUNY computer resources, or for any costs or charges incurred by a user as a result of seeking or accepting such advice or information.

CUNY reserves the right to change this policy and other related policies at any time. CUNY reserves any rights and remedies that it may have under any applicable law, rule, or regulation. Nothing contained in this policy will in any way act as a waiver of such rights and remedies.
Freedom of Speech

Freedom of speech is an essential tradition of any academic community. All members of the Lehman community must be vigilant in exercising their rights of expression so as not to preclude other persons’ guaranteed right to give and receive expression as part of the deliberative process of the academic community. Preservation of this right on campus requires the scrupulous use of means of communication. Public-address systems and all other amplification devices are prohibited.

Smoking

Smoking is prohibited in all buildings owned, leased, or operated by the City University of New York. Effective no later than September 4, 2012, the following shall be prohibited at The City University of New York: (1) the use of tobacco on all grounds and facilities under CUNY jurisdiction, including indoor locations and outdoor locations such as playing fields; entrances and exits to buildings; and parking lots; (2) tobacco industry promotions, advertising, marketing, and distribution of marketing materials on campus properties; and (3) tobacco industry sponsorship of athletic events and athletes.

Drug and Alcohol Usage

The use of illegal drugs will subject the individual to the penalties provided by law. Individual problems with drugs may be discussed in strict confidence with the counseling faculties of the College. The use of legal drugs that are nevertheless injurious to the health is not condoned. The use of alcohol by anyone under 21 years of age is illegal and prohibited.

Identification Cards

Identification cards, issued by the College, must be carried at all times. Students are required to present their I.D. cards upon the request of any College official. Any guest of a student visiting the campus must obtain a pass from Campus Security (The APEX, Room 109) and must present it upon request.

Attendance and Absences

Students in basic skills courses are required to attend classes. Students in all other courses are expected to attend classes regularly, and instructors are required to record attendance for grading and counseling purposes. Individual instructors, as well as departments or degree programs, may establish specific attendance requirements. Instructors have the right to weigh attendance and class participation in determining grades. It is the student's responsibility to ascertain the effect attendance may have on the grade in a course. Students receiving financial aid must be certified as attending classes regularly for continuing eligibility.

Petitioning

For a petition to be circulated by any student or student group, two copies shall be filed with the Office of Student Activities. All copies of the petition must bear the name of the group or groups circulating the petition.

Solicitation on Campus

No student or nonstudent may use any part of the College buildings and grounds (including Bulletin boards) for soliciting or selling any merchandise or service without the express permission of the Vice President of Student Affairs. Lehman College and the City University of New York do not sponsor any products, merchandising schemes, or tours. Advertising appearing in student publications does not imply the sponsorship of the College.

Representing the College

No student or student organization may be a self-appointed representative of Lehman College or any division thereof, nor of The City University of New York.
Extracurricular Activities and Programs

Group Activities
The College offers a wide range of extracurricular activities and programs. These include departmental, religious, social, political, and athletic activities; creative events, such as art displays and literary, musical, and dramatic performances; and extracurricular lectures on varied topics. Students publish newspapers and other publications and have the opportunity to join a variety of clubs.

Policy on Guest Speakers
Student groups have the right to hear speakers of their choice in accordance with the rules set by the College. It may not, however, be assumed that speakers invited by students represent the views of the College.

Student Government
Student government consists of The Campus Association for Student Activities (C.A.S.A.), which plans and administers programs and allocates funds for student groups, and the Student Conference, which represents students' interests in the Lehman College Senate.

Participation in College Governance
Students shall comprise a permanent one-third of the total membership of the Senate, based upon combining the total number of voting faculty and voting administration representatives. Senate meetings are open to all students and staff at the College. Students are also represented on College committees. The student senators comprise the Student Conference.

Notification of Student Immunization Requirements
Students who do not submit proof of measles, mumps, and rubella (M.M.R.) immunization or who fail to return the meningococcal meningitis response form within a statutory grace period shall be prohibited from attending the institution. For additional information, contact the Student Health Center located in the T-3 Building, Room 118 at the following phone number: 718-960-8900.

Public Health Law 2165 requires that postsecondary students be immunized against measles, mumps, and rubella (M.M.R.).
All registered full-time students and part-time students born on or after January 1, 1957 who are enrolled for at least six, but fewer than twelve semester hours (or equivalent) per semester in an approved degree program or registered certificate program must submit proof of M.M.R. immunization. Students may be exempt from the required M.M.R. immunizations for religious or medical reasons. To qualify for a religious exception, students must submit a signed statement, or in the event the student is a minor (under 18), a signed statement from their parent or guardian, that they hold sincere and genuine religious beliefs that prohibit immunization. To qualify for a medical exception, students must submit a written statement from a licensed physician or nurse practitioner indicating that such immunization may be detrimental to their health.

Public Health Law 2167 requires colleges to distribute written information about meningococcal meningitis disease and vaccination and students to complete, sign, and return to the college, a meningococcal meningitis response form that: (a) confirms that the college has provided the information about meningococcal meningitis; and (b) indicates that either: (1) the student has received immunization against meningococcal meningitis within the 10 years preceding the date of the response form; or (2) the student has decided against receiving the vaccination. This law applies to students who are enrolled in at least six semester hours (or the equivalent) per semester. No student may be exempt from receiving information or returning the response form.

Freedom of Information Law Notice
Requests to inspect public records at the college should be made to the Records Access Officer at Special.Counsel@lehman.cuny.edu. Public records are available for inspection and copying by appointment only at a location to be designated. You have a right to appeal a denial of a request for access to records to the CUNY General Counsel and Vice Chancellor for Legal Affairs. Copies of the CUNY Procedures for Public Access to Public Records Pursuant to Article 6 of the Public Officers Law and the appeal form are available at the Reference Desk of the Library and on the College website.

CUNY Policy on Academic Integrity
Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion, as provided herein.

Definitions and Examples of Academic Dishonesty
Cheating is the unauthorized use or attempted use of material, information, notes, study aids devices, or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing another to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices, such as cell phones, palm pilots, computers, or other technologies to retrieve or send information.
- Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:
- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.

Internet Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means is it an exhaustive list:
- Stealing, reproducing, circulating, or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using, or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents
The following are some examples of falsification, but by no means is it an exhaustive list:
- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document, such as a grade report, letter of permission, drop/add form, ID card, or other College document.

Procedures for Imposition of Sanctions for Violations of CUNY Policy on Academic Integrity

Introduction
As a legal matter, in disciplining students for violations of policies of academic integrity, CUNY, as a public institution, must conform to the principles of due process mandated by the Fourteenth Amendment to the United States Constitution - generally speaking, to provide notice of the charges and some opportunity to be heard. In the context of court-litigated violations, questions as to how much and what kind of process was "due" turn on the court's judgment whether the decision on culpability was "disciplinary" (a question of fact) or "academic" (a question of the instructor's expert judgment). This distinction has proved difficult to apply on campus. Accordingly, these procedures provide for alternative approaches depending on the severity of the sanction(s) being sought. If the instructor desires solely an "academic" sanction, that is, a grade reduction, less process is due than if a "disciplinary" sanction, such as suspension or expulsion, is sought.

A faculty member who suspects that a student has committed a violation of the CUNY or the College Academic Integrity Policy shall review with the student the facts and circumstances of the suspected violation whenever possible. The decision whether to seek an academic sanction only, rather than a disciplinary sanction or both types of sanctions, will rest with the faculty member in the first instance, but the college retains the right to bring disciplinary charges against the student. Among the factors the College should consider in determining whether to seek a disciplinary sanction are whether the student has committed one or more prior violations of the Academic Integrity Policy and mitigating circumstances, if any. It is strongly recommended that instance of suspected violation should be reported to the Academic Integrity Official on a form provided by the College. Among other things, this reporting will allow the College to determine whether it wishes to seek a disciplinary sanction even where the instructor may not wish to do so.

Procedures in Cases Where the Instructor Seeks an Academic Sanction Only
Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings

1. Student Accepts Guilt and Does Not Contest the Academic Sanction
   - If the faculty member wishes to seek only an academic sanction (i.e., a reduced grade only), and the student does not contest either his/her guilt or the particular reduced grade the faculty member has chosen, then the student shall be given the reduced grade, unless the College decides to seek a disciplinary sanction. The reduced grade may apply to the particular assignment or to the course grade, at the faculty member's discretion.
2. Student Denies Guilt and/or Contest the Academic Sanction
   - If the student denies guilt or contests the particular grade awarded by the faculty member, then the matter shall be handled using the College's grade appeals process, including departmental grading committees where applicable, or the Academic Integrity Committee. In either case, the process must, at a minimum, provide the student with an opportunity to be heard and to present evidence.

Procedures in Cases Where a Disciplinary Sanction Is Sought
If a faculty member suspects a violation and seeks a disciplinary sanction, the faculty member shall refer the matter to the College's Academic Integrity Official using the Faculty Report form, to be adjudicated by the College's Faculty-Student Disciplinary Committee under Article 15 of the CUNY Bylaws. As provided for therein, the Faculty-Student Disciplinary Committee may, among other things, investigate, conciliate, or hear evidence on cases in which disciplinary charges are brought. Under certain circumstances, College officials other than the Academic Integrity Official may seek disciplinary sanctions following the procedures outlined above. If a reduced grade is also at issue, then that grade should be held in abeyance, pending the Faculty-Student Disciplinary Committee's action.

Procedures in Cases in Which Both a Disciplinary and an Academic Sanction Are Sought
If a faculty member or the College seeks to have both a disciplinary and an academic sanction imposed, it is not advisable to proceed on both fronts simultaneously lest inconsistent results ensue. Thus, it is best to begin with the disciplinary proceeding seeking imposition of a disciplinary sanction and await its outcome before addressing the academic sanction. If the Faculty-Student Disciplinary Committee finds that the alleged violation occurred, then the faculty member may reflect that finding in the student's grade. If the Faculty-Student Disciplinary Committee finds that the alleged violation did not occur, then no sanction of any kind may be imposed. The decision whether to pursue both types of sanctions will ordinarily rest with the faculty member.

Reporting Requirements
1. By the Faculty Member to the Academic Integrity Official
2. In cases where a violation of academic integrity has been found to have occurred (whether by admission or a fact-finding process), the faculty member should promptly file with the Academic Integrity Official a report of the adjudication in writing on a Faculty Report form provided by the College as described above. The Academic Integrity Official shall maintain a confidential file for each student about whom a suspected or adjudicated violation is reported. If either the grade appeals process or the Faculty-Student Disciplinary Committee finds that no violation occurred, the Academic Integrity Official shall remove and destroy all material relating to that incident from the student's confidential academic integrity file. Before determining what sanction(s) to seek, the faculty member or the Academic Integrity Official may consult the student's confidential academic integrity file, if any, to determine whether the student has been found to have previously committed a violation of the Academic Integrity Policy, the nature of the infraction, and the sanction imposed or action taken.
3. By the Academic Integrity Official to the Faculty Member
   - Where a matter proceeds to the Faculty-Student Disciplinary Committee, the Academic Integrity Official shall promptly report its resolution to the faculty member and file a record of the resolution in the student's confidential academic integrity file, unless, as indicated above, the suspected violation was held to be unfounded, in which case all reporting forms concerning that suspected violation shall be destroyed.

Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings

1. Introduction. The University and its Colleges have a variety of procedures for dealing with student-related issues, including grade appeals, academic integrity violations, student discipline, disclosure of student records, student elections, sexual harassment complaints, disability accommodations, and discrimination. One area not generally covered by other procedures concerns student complaints about faculty conduct in the classroom or other formal academic settings. The University respects the academic freedom of the faculty and will not interfere with it as it relates to the content or style of teaching activities. Indeed, academic freedom is and should be of paramount importance. At the same time the University recognizes its responsibility to provide students with a procedure for addressing complaints about faculty treatment of students that are not protected by academic freedom and are not covered by other procedures. Examples might include incompetent or inefficient service, neglect of duty, physical or mental incapacity, and conduct unbecoming a member of the staff.
2. Determination of Appropriate Procedure. If students have any question about the applicable procedure to follow for a particular complaint, they should consult with the chief student affairs officer. In particular, the chief student affairs officer should advise a student if some other procedure is applicable to the type of complaint the student has.
3. Informal Resolution. Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.
4. Formal Complaint. If the student does not pursue informal resolution, or if informal resolution is unsuccessful, the student may file a written complaint with the department chairperson or, if the chairperson is the subject of the complaint, with the academic dean or a senior faculty member designated by the College president. (This person will be referred to below as the "Fact Finder.")
5. The complaint shall be filed within 30 calendar days of the alleged conduct unless there is good cause shown for delay, including but not limited to delay caused by an attempt at informal resolution. The complaint shall be as specific as possible in describing the conduct complained of.
The City University of New York Campus and Workplace Violence Policy

Policy Statement

Lehman College

6. The Fact Finder shall promptly send a copy to the faculty member about whom the complaint is made, along with a letter stating that the filing of the complaint does not imply that any wrongdoing has occurred and that a faculty member must not retaliate in any way against a student for having made a complaint. If either the student or the faculty member has reason to believe that the department chairperson may be biased or otherwise unable to deal with the complaint in a fair and objective manner, he or she may submit to the academic dean or the senior faculty member designated by the college president a written request stating the reasons for that belief; if the request appears to have merit, that person may, in his or her sole discretion, replace the department chairperson as the Fact Finder.

7. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

8. If resolution is not possible, and the Fact Finder concludes that the facts alleged by the student, taken as true and viewed in the light most favorable to the student, establish that the conduct complained of is clearly protected by academic freedom, he or she shall issue a written report dismissing the complaint and setting forth the reasons for dismissal and send a copy to the complaining student, the faculty member, the chief academic officer, and the chief student affairs officer. Otherwise, the Fact Finder shall conduct an investigation. The Fact Finder shall separately interview the complaining student, the faculty member, and other persons with relevant knowledge and information and shall also consult with the chief student affairs officer and, if appropriate, the college ombudsman. The Fact Finder shall not reveal the identity of the complaining student and the faculty member to others except to the extent necessary to conduct the investigation. If the Fact Finder believes it would be helpful, he or she may meet again with the student and faculty member after completing the investigation in an effort to resolve the matter. The complaining student and the faculty member shall have the right to have a representative (including a union representative, student government representative, or attorney) present during the initial meeting, the interview, and any post-investigation meeting.

9. At the end of the investigation, the Fact Finder shall issue a written report setting forth his or her findings and recommendations, with particular focus on whether the conduct in question is protected by academic freedom, and send a copy to the complaining student, the faculty member, the chief academic officer, and the chief student affairs officer. In ordinary cases, it is expected that the investigation and written report should be completed within 30 calendar days of the date the complaint was filed.

10. Appeals Procedure. If either the student or the faculty member is not satisfied with the report of the Fact Finder, the student or faculty member may file a written appeal to the chief academic officer within 10 calendar days of receiving the report. The chief academic officer shall convene and serve as the chairperson of an Appeals Committee, which shall also include the chief student affairs officer, two faculty members elected annually by the faculty council or senate, and one student elected annually by the student senate. The Appeals Committee shall review the findings and recommendations of the report, with particular focus on whether the conduct in question is protected by academic freedom. The Appeals Committee shall not conduct a new factual investigation or overturn any factual findings contained in the report unless they are clearly erroneous. If the Appeals Committee decides to reverse the Fact Finder in a case where there has not been an investigation because the Fact Finder erroneously found that the alleged conduct was protected by academic freedom, it may remand to the Fact Finder for further proceedings. The committee shall issue a written decision within 20 calendar days of receiving the appeal. A copy of the decision shall be sent to the student, the faculty member, the department chairperson, and the president.

11. Subsequent Action. Following the completion of these procedures, the appropriate college official shall decide the appropriate action, if any, to take. For example, the department chairperson may decide to place a report in the faculty member's personnel file or the president may bring disciplinary charges against the faculty member. Disciplinary charges may also be brought in extremely serious cases even though the college has not completed the entire investigative process described above; in that case, the bringing of disciplinary charges shall automatically suspend that process. Any action taken by a college must comply with the bylaws of the University and the collective bargaining agreement between the University and the Professional Staff Congress.

12. Campus Implementation. Each campus shall implement these procedures and shall distribute them widely to administrators, faculty members, and students and post them on the college website.

13. Board Review. During the spring 2009 semester, the Chancellery shall conduct a review of the experience of the colleges with these procedures, including consultation with administrators, faculty, and students, and shall report the results of that review to the Board of Trustees, along with any recommended changes.

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1 A reduced grade can be an "F," a "D-," or another grade that is lower than the grade that would have been given but for the violation.

2 Typically, disciplinary sanctions would be sought in cases of the most egregious, or repeated, violations, for example: infraction in ways similar to criminal activity (such as forging a grade form; stealing an examination from a professor or a university office; or forging a transcript); having a substitute take an examination or taking an examination for someone else; sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment; dishonesty that affects a major or essential portion of work done to meet course requirements. [These examples have been taken from a list of violations compiled by Rutgers University.]
Lehman College

The City University of New York (the "University" or "CUNY") is committed to the prevention of workplace violence and will respond promptly to any threats and/or acts of violence. For purposes of this Policy, Workplace Violence is defined as any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of his or her employment, including but not limited to:

1. An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
2. Any intentional display of force which would give an employee reason to fear or expect bodily harm;
3. Intentional and wrongful physical contact with an employee without his or her consent that entails some injury;
4. Stalking an employee in a manner which may cause the employee to fear for his or her physical safety and health when such stalking has arisen through and in the course of employment.

Workplace Violence presents a serious occupational safety hazard to CUNY and its employees. The University will respond promptly to threats and/or acts of violence. All employees are responsible for helping to create an environment of mutual respect and for assisting in maintaining a safe and secure work environment and will participate in the annual Workplace Violence Prevention Training Program. Individuals who violate this Policy may be removed from University property and are subject to disciplinary and/or personnel action up to and including termination, consistent with University policies, rules and collective bargaining agreements, and/or referral to law enforcement authorities for criminal prosecution.

Complaints involving Workplace Violence will not be ignored and will be given the serious attention they deserve. Employees are responsible for reporting any incidents of Workplace Violence of which they become aware. Such reports should be made to the employee's immediate supervisor or the Director of Public Safety on their campus.

The University, at the request of an employee or student, or at its own discretion, may prohibit members of the public, including family members, from seeing an employee or student on University property unless necessary to transact University-related business. This policy particularly applies when an employee or student anticipates that an act of violence may result from an encounter with said individual(s).

Employee participation in the implementation of this Policy will be provided through their authorized employee representatives, who will be invited to participate in: (1) the annual physical risk assessment site evaluation(s) to determine the presence of risk factors which may place employees at risk of workplace violence; (2) the development and annual review of a Workplace Violence Prevention Program promulgated by each College for the implementation of the Policy; (3) the annual review of the Campus Workplace Violence Incidents Report prepared annually by each College; and (4) as appropriate, following a serious incident of Workplace Violence.

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2 Complaints of sexual harassment are covered under the University's Policy Against Sexual Harassment.

3 Students are not directly covered by this Policy, but they should contact the Department of Public Safety to report concerns about workplace violence.

Notice of Access to Campus Crime Statistics, the Campus Security Report, and Information on Registered Sex Offenders

The College Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes:

1. the campus crime statistics for the most recent calendar year and the two preceding calendar years;
2. campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus;
3. policies concerning the security of and access to campus facilities;
4. policies on campus law enforcement;
5. a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others;
6. campus crime prevention programs;
7. policy concerning the monitoring through the police of criminal activity at off-campus locations of students organizations officially recognized by the college;
8. policies on illegal drugs, alcohol, and underage drinking;
9. where information provided by the State on registered sex offenders may be obtained (also see below); and
10. policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the Reference Desk of the library and the College website at www.lehman.edu. If you wish to be mailed copies of the campus crime statistics and the annual campus security report, contact Alicia Cruz, assistant director of public safety, at 718-960-8593, and copies will be mailed to you within 10 days. The U.S. Department of Education's website address for campus crime statistics is: ope.ed.gov/security/ (then input the name of the school).

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact Alicia Cruz, assistant director of public safety, in Room 109 of the APEX (718-960-8593) to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, visit the Division's registry website.
at [www.criminaljustice.ny.gov/nsor/](http://www.criminaljustice.ny.gov/nsor/) and then click on "Search for Level 3 Sex Offenders" or access the directory at the College's public safety department or police precinct. To obtain information about Level 2 offenders, contact the public safety department, the local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.

**Athletic Program Participation Notice**

Lehman College files an annual report with the U.S. Secretary of Education on intercollegiate athletics that includes information on the participation of males and females on its teams, and the expenditures and revenues of those teams. Copies of the annual report on intercollegiate athletics are available at the reference desk of the Library.

**All Catalogs**

<table>
<thead>
<tr>
<th>Table Title</th>
<th>2019-2021 Graduate Catalog</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-2019 Graduate Catalog</td>
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<tr>
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<td>2015-2017 Graduate Catalog</td>
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<td>2013-2015 Graduate Catalog</td>
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<td>2011-2013 Graduate Catalog</td>
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</table>

**Accounting Department**

The Department offers M.S. in Accounting (MSA).

Career Opportunities: This MSA program is certified by the New York State for meeting the educational requirements to become a CPA. It also equips students for careers in corporations, government or non-profit organizations, education, and research.

Preparation for Graduate Study: Students planning to pursue a graduate study in accounting should contact the Graduate Adviser in Accounting.

**Programs**

**Overview**

Institution Code
LEH01

Official Name of Program
Accounting Track A

Plan Code
ACC-MS

Department(s) Sponsoring Program
Accounting

Career
Graduate

Degree Designation
MS - Master of Science

**Requirements**

**Simple Requisites**

**Major Requirements - Admission**

Type
Prerequisite

Additional Comments:
To be fully admitted to the M.S.A. program, applicants must have earned a minimum GPA of 3.0 (B) and have completed an undergraduate degree in accounting or its equivalent. An equivalent undergraduate degree must include 36 credits in accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing, in addition to 27 or 24 credits in business courses depending on whether they have completed ACC 348: Accounting Using Computer Systems or its equivalent. The 27-credit business courses are listed below with Lehman College courses fulfilling the business courses requirement shown in parentheses:

- 6 credits in Law:
Lehman College

- BBA 336 Business Law I 3
- BBA 337 Business Law II 3
- BBA 339 Commercial Transactions 3
- BBA 340 Internet Law 3

- 6 credits in Economics:
  - ECO 166 Introduction to Macroeconomics 3
  - ECO 167 Introduction to Microeconomics 3
  - BBA 168 Macroeconomic Foundations of Business 3
  - BBA 169 Microeconomic Foundations of Business 3

- 6 credits in Finance:
  - BBA 207 Principles of Finance 3
  - BBA 308 Corporation Finance 3
  - BBA 310 Security and Investment Analysis 3

- 6 credits in Quantitative Methods:
  - BBA 303 Business Statistics I 3
  - BBA 403 Intermediate Business Statistics II 3
  - BBA 405 Management Decision Making 3
  - ECO 302 Economic Statistics 3
  - ECO 402 Econometrics 4

- 3 credits in Computer Science:
  - (Not required if ACC 348 was included among the 36 accounting credits)

Students must also submit a statement of career objectives, two letters of recommendation, and if conditionally admitted, satisfy the specified conditions within one year. GMAT is optional in support of application.

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

Admission Requirements for Non-Matriculated Students:
Individuals who do not wish to enroll in the MSA degree program yet want to take graduate courses in accounting may do so provided that they meet all the admission requirements for matriculated students.

<table>
<thead>
<tr>
<th>Major Requirements - Overall</th>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td>Earn at least 30 credits</td>
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<tr>
<td>Earn a minimum GPA of 3.0</td>
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Additional Comments:

<table>
<thead>
<tr>
<th>Major Requirements - Core Courses</th>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td>ACC709 - Advanced Accounting Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ACC719 - Advanced Auditing</td>
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<tr>
<td></td>
<td>ACC750 - Advanced Taxation</td>
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<td></td>
<td>ACC790 - Graduate Seminar in Accounting</td>
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<tr>
<td></td>
<td>MSB701 - Quantitative Analysis for Managers</td>
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<td></td>
<td>MSB702 - Economic Analysis for Managers</td>
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<tr>
<td></td>
<td>MSB703 - Computer-Based Information Systems for</td>
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### Lehman College

#### Courses

<table>
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<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Managers</td>
<td>MSB710 - Investment Analysis</td>
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#### Major Requirements - Electives

<table>
<thead>
<tr>
<th>Earn at least 6 credits from the following:</th>
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<tbody>
<tr>
<td>- ACC724 - Accounting for the S.E.C</td>
</tr>
<tr>
<td>- ACC751 - Estate and Gift Taxation</td>
</tr>
<tr>
<td>- ACC752 - Emerging Business Tech Trends</td>
</tr>
<tr>
<td>- ACC785 - Independent Graduate Study in Accounting</td>
</tr>
<tr>
<td>- MSB711 - Capital Budgeting</td>
</tr>
<tr>
<td>- MSB712 - Financial Statements Analysis</td>
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<tr>
<td>- MSB713 - International Financial Management</td>
</tr>
</tbody>
</table>

#### Additional Comments:
Overview
Academic Institution
LEH01
Subject area
ACC
Catalog Number
709
Course Title
Advanced Accounting Theory
Department(s)
Accounting
Description
The history and development of accounting theory. Topics include the objectives of financial statements; the fundamental concepts, conventions, and assumptions underlying financial statements; and the measurement, presentation, and disclosure of the elements of financial statements. Analysis of recent pronouncements of the Financial Accounting Standards Board and its predecessors, the Accounting Principles Board and the Committee on Accounting Procedures. Students will acquire an understanding of the principles used to evaluate current accounting practices and procedures. Students will be required to present reports on journal articles as preparation for the required thesis/special project to be completed in ACC 790. PREREQ: ACC 342 or equivalent.

Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tr>
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</table>

Overview
Academic Institution
LEH01
Subject area
ACC
Catalog Number
719
Course Title
Advanced Auditing
Department(s)
Accounting
Description
A study of auditing standards that will enable the student to relate the conceptual aspects to the procedural aspects of auditing and to understand its philosophy and environment. Explores the growing use of statistical sampling in auditing, as well as the impact of computers on the audit process. Emphasizes auditing problems encountered in computer-based systems, including the evaluation of internal controls, the evaluation of records produced by the system, and the use of the computer as an auditing tool. Written reports, including the Audit Report, are required. Special attention to reportable events and their resolutions with emphasis on professional ethics and responsibilities. PREREQ: ACC 441 or equivalent.

Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
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<td>3</td>
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</table>
Overview
Academic Institution
LEH01
Subject area
ACC
Catalog Number
724
Course Title
Accounting for the S.E.C.
Department(s)
Accounting
Description
A detailed analysis and study of the requirements of the S.E.C. with regard to registration forms, reports, opinions, and ethics. Study of S.E.C. Accounting Series Releases, rulings, and decisions.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
ACC
Catalog Number
750
Course Title
Advanced Taxation
Department(s)
Accounting
Description
The relationship between taxation and the formulation of business decisions and financial policies, with emphasis on problems resulting from the imposition of federal income taxes on business. Gross income, deductions, and capital gains are the key areas covered. Limited attention is given to the effect of federal income taxation of the individual. The course is broadly gauged, problem-oriented, and conceptual in approach.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
ACC
Catalog Number
751
Course Title
Estate and Gift Taxation
Department(s)
Accounting
Description
A detailed study of the Federal and New York State estate and gift tax laws. Application of tax principles in planning and the preparation of returns will be included.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
<table>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area
ACC
Catalog Number
752
Course Title
Emerging Business Tech Trends
Department(s)
Accounting
Description
Examines emerging technologies and trends including artificial intelligence, blockchain, cryptoassets, and cybersecurity, and their impact on accounting, financial services, and the control environment at organizations across industry lines. Pre/Co Requisites: ACC 719.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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</table>
The Department of Anthropology offers courses of interest to people with bachelor's degrees, pursuing a variety of careers, including teaching, the health professions, museum work, and business.

Courses

<table>
<thead>
<tr>
<th>Overview</th>
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<tbody>
<tr>
<td>Academic Institution</td>
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<tr>
<td>785</td>
<td>790</td>
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<tr>
<td>Course Title</td>
<td>Course Title</td>
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<tr>
<td>Independent Graduate Study in Accounting</td>
<td>Graduate Seminar in Accounting</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Department(s)</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
</tr>
<tr>
<td>Individual study and research on special topics in accounting, in consultation with a faculty member.</td>
<td>Readings and research culminating in the writing of a thesis/special report based on independent research. With faculty assistance, the student will select an accounting topic, present the results of his or her research to the class, and apply that research to an original topic.</td>
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<tr>
<td>Academic Career</td>
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Lehman College
Overview
Academic Institution
LEH01
Subject area
ANT
Catalog Number
501
Course Title
Principles of Anthropology
Department(s)
Anthropology
Description
(For students who have had no previous course work in cultural anthropology.) General introduction to the various fields of anthropology. Discussion of basic anthropological concepts. Comparative study of cultural and societal components, such as the economy, kinship, social groupings, political organization, religion, and ideology.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ANT
Catalog Number
545
Course Title
Ethnology of Selected Areas
Department(s)
Anthropology
Description
The comparative study of cultures and societies. Analysis of ecological, economic, sociopolitical, and ideological systems. India.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ANT
Catalog Number
550
Course Title
Comparative Study of Puerto Rican Cultures
Department(s)
Anthropology
Description
Ethnographic analysis of modern communities in Puerto Rico; effects of urbanization, industrialization, and tourism. Comparative analysis of Puerto Rican culture in New York, and evaluation of the educational process in each culture.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ANT
Catalog Number
630
Course Title
Culture Change
Department(s)
Anthropology
Description
Anthropological analysis of rapidly changing sociocultural conditions in selected societies.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area  Catalog Number
ANT  650
Course Title
Language, Culture, and Society
Anthropology
Description
The anthropological study of language. Study of the situational, social, and cultural meanings of messages and message forms. The ethnography of communication.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
ANT  651
Course Title
The Anthropology of Literacy
Anthropology
Description
Examination from an anthropological perspective of the origins and development of writing systems and of literacy practices in Western and non-Western societies. Topics include: oral vs. literate societies; debate over the social, cultural, and cognitive consequences of literacy; ethnographic approaches to literacy acquisition and development.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area  Catalog Number
ANT  750
Course Title
Topics in Anthropology
Anthropology
Description
Study of various topics in Anthropology. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.) Prerequisite: Departmental Approval.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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</table>
The Department of Art offers three graduate degree programs: Master of Arts in Art, Master of Fine Arts in Art, and Master of Arts in Art Education (N-12).

**Programs**

**Overview**

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>Official Name of Program</th>
<th>Department(s) Sponsoring Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEH01</td>
<td>Art</td>
<td>Art</td>
</tr>
</tbody>
</table>

**Requirements**

**Simple Requisites**

**Major Requirements - Admission**

**Type**

**Prerequisite**

**Additional Comments:**

- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully, that is, by having attained a minimum undergraduate grade average of B in Art courses and a minimum grade average of B- in the undergraduate record as a whole.
- Have earned a minimum of 33 undergraduate credits in Art. This total must include one 3-credit survey course in Art History and 6 additional credits in Art History.
- Complete an interview with the Department and submit a portfolio and/or photographs or slides of recent student work.
- Submit two letters of recommendation from college instructors.
- If conditionally admitted, satisfy the conditions within one year.
- **Personal Interview.** An appointment for a personal interview with the graduate coordinator and adviser can be made through the Art Department Office after the application for admission has been filed and approved.
- Applicants must then present examples of their work - either originals, photographs, or color transparencies - for final approval.

**Major Requirements - Overall**

**Type**

**Completion Requirement**

Earn at least 30 credits

Students are encouraged to distribute their first 18 credits toward the M.A. degree evenly from among three areas:

- their area of specialization (6 credits);
- electives outside of area of specialization (6 credits);
- and art history (6 credits).

Note: Upon acceptance, the student and his/her work will be reviewed each semester by the M.F.A. Committee, which is authorized to approve or refuse continued study in the program or to place a student on probation. Each case of probation will be subsequently reviewed at mid-semester.
After a student has completed the first 18 credits in the program, the Art Department will conduct a review of the work and determine the student's ability to continue in the M.A. program.

### Major Requirements - Core Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 12 credits</td>
<td>- Students are required to earn 12 credits in an area of specialization from either painting, printmaking, sculpture, ceramics, or digital media.</td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
</tr>
<tr>
<td>- ART746 - Masters Project</td>
<td></td>
</tr>
<tr>
<td>- Must be taken in the student’s area of specialization for 3 credits during the final semester in the program.</td>
<td></td>
</tr>
<tr>
<td>Earn at least 9 credits</td>
<td>- Art History.</td>
</tr>
</tbody>
</table>

### Major Requirements - Electives

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td>Earn at least 6 credits from the following:</td>
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<tr>
<td>- ART702 - Advanced Problems in Design I</td>
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<tr>
<td>- ART710 - Advanced Drawing</td>
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<tr>
<td>- ART738 - Advanced Photography I</td>
<td></td>
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<tr>
<td>- ART740 - Advanced Photography II</td>
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<tr>
<td>- ART742 - Independent Research</td>
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</tr>
<tr>
<td>- Additional Electives: And from courses in painting, printmaking, and sculpture (in those areas outside the student’s own specialization).</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Electives: And from courses in painting, printmaking, and sculpture (in those areas outside the student’s own specialization).

### Major Requirements - Core Courses

- Once a student has completed 21 credits of coursework, the Department will conduct a review of the work and determine the student's eligibility to continue in the M.F.A. program.

### Additional Comments:

- Students must select an area of specialization from among ceramics, digital media, printmaking, painting, and sculpture, and should use the following breakdown of courses to complete the 48 Credit M.F.A. All students must take ART 744 (First-Year Graduate Seminar) for 3 credits. Students must also earn 12 credits in their area of specialization, 9 credits in Art History, and 12 credits in electives. (Electives are in areas outside the student's own specialization and will be selected in consultation with the Graduate Advisor from courses in ceramics, digital media, printmaking, painting, and sculpture.) Prior to beginning their Master's thesis, students must complete 3 credits of independent studio work in ART 742 (Independent Research). In the final two semesters of the program, all students will take the 9 credits of ART 748 (Master's Thesis I) and ART 750 (Master's Thesis II) in their area of specialization.

### Major Requirements - Electives

- Electives are in areas outside the student's own specialization and will be selected in consultation with the Graduate Advisor from courses in ceramics, digital media, printmaking, painting, and sculpture.

### Additional Comments:
Courses

**Overview**

Academic Institution: LEH01

Subject area: ARH

Course Title: Primitive Art

Department(s): Art

Description: The art of prehistoric and preliterate peoples, with emphasis on African, Oceanic, and pre-Columbian art.

Academic Career: Graduate

Liberal Arts: Yes

Permission Type: No Special Consent Required

Credit Information:

<table>
<thead>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

**Overview**

Academic Institution: LEH01

Subject area: ARH

Course Title: Modern Art

Department(s): Art

Description: Twentieth-century painting and sculpture in Europe and America.

Academic Career: Graduate

Liberal Arts: Yes

Permission Type: No Special Consent Required

Credit Information:

<table>
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<tr>
<th>Minimum Units</th>
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**Overview**

Academic Institution: LEH01

Subject area: ARH

Course Title: Renaissance Art

Department(s): Art

Description: The art of the High Renaissance and the evolution of Mannerism.

Academic Career: Graduate

Liberal Arts: Yes

Permission Type: No Special Consent Required

Credit Information:

<table>
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<tr>
<th>Minimum Units</th>
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</table>

**Overview**

Academic Institution: LEH01

Subject area: ARH

Course Title: Seminar- The Art of Africa

Department(s): Art

Description: Selected topics in African art, with emphasis on the form, cultural context, and history of art among various tribal groups south of the Sahara.

Academic Career: Graduate

Liberal Arts: Yes

Permission Type: No Special Consent Required

Credit Information:

<table>
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<th>Minimum Units</th>
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</table>
### Seminar - The Art of the South Pacific

**Course Title:** Seminar - The Art of the South Pacific  
**Department(s):** Art  
**Description:** Selected topics in the art of the South Pacific, with emphasis on the form, cultural context, and history of art among the tribal peoples of Australia, Indonesia, Melanesia, Micronesia, and Polynesia.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** No Special Consent Required  

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</table>

### Impressionism and Post-Impressionism

**Course Title:** Impressionism and Post-Impressionism  
**Department(s):** Art  
**Description:** Seminar in a selected topic of Impressionism or Post-Impressionism. Topic will vary in different semesters.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** No Special Consent Required  

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</table>

### Seminar in Contemporary Art

**Course Title:** Seminar in Contemporary Art  
**Department(s):** Art  
**Description:** Research topics related to recent developments in painting and sculpture.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** No Special Consent Required  

<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

### Independent Research

**Course Title:** Independent Research  
**Department(s):** Art  
**Description:** Research in art history under the guidance of a faculty member.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required  

<table>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
ARH
Catalog Number
791
Course Title
Theory and Criticism of Art
Department(s)
Art
Description
A study of the methods of judging works of art qualitatively in different periods and cultures.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ARH
Catalog Number
797
Course Title
Special Problems in the History of Art
Department(s)
Art
Description
(May be repeated for credit with Departmental permission.) Seminars in special topics will be announced at the start of each semester in which the course is given.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
607
Course Title
Fundamentals of Ceramic Hand Building
Department(s)
Art
Description
Exploration of basic hand building techniques; nature of clay and its unique properties explored in both functional and nonfunctional ways; and historical and cultural uses of clay. PREREQ: None.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
612
Course Title
Introduction to Digital Imaging
Department(s)
Art
Description
Introduction to the creation of art and imagery using computers and digital media. Production of a portfolio of images for presentation. (No previous computer experience required)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Lehman College
Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
613
Course Title
Two-Dimensional Design for Digital Media
Department(s)
Art
Description
Digital tools for the design and production of two-dimensional graphics and type for the printed page and electronic media. Emphasis on the principles of typography and the history of graphic design and reproduction.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
617
Course Title
Fundamentals of Wheel Thrown Ceramics
Department(s)
Art
Description
Wheel throwing skills to create ceramic forms using a potter's wheel.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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</table>

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
621
Course Title
Computer Modeling and Design
Department(s)
Art
Description
An introduction to the theory and practice of two- and three-dimensional modeling and rendering. Design and mathematical concepts will be explored in the lecture room, on the computer, and in the studio. Topics include primitive objects, transformations, curve creation and manipulation, symmetries, surface creation and modification, and basic rendering.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
622
Course Title
Computer Modeling and Design II
Department(s)
Art
Description
Advanced surface modeling with consideration of continuity of surfaces and their tangents and curvature. Evaluation techniques, construction planes, and modeling workflow. Creation of computer models from two-dimensional views and three-dimensional models.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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</table>
Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
702
Course Title
Advanced Problems in Design I
Department(s)
Art
Description
A studio for design, with emphasis on contemporary concepts. Students will be given the opportunity to carry out problems in a specialized field of design.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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<tr>
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</table>

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
703
Course Title
Advanced Digital Media I (Interface Design)
Department(s)
Art
Description
An advanced studio devoted to the exploration and critical discussion of digital media. Topics may include, but will not be limited to: physical computing; digital imaging; the Internet and the World Wide Web; 3D modeling and animation; multimedia; digital audio; digital video; creativity and technology; information design; interface design; identity design; interaction design; networks; scripting; visualization; and professional development.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
704
Course Title
Advanced Problems in Design II
Department(s)
Art
Description
See ART 702 for description.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
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<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
707
Course Title
Advanced Ceramics 1
Department(s)
Art
Description
Technical, structural, and scientific understanding of the use of clays and glazes. Variety of hand-building and wheel-throwing techniques to produce functional and sculptural forms. PREREQ: ART 107 and ART 307, or ART 607 and ART 617, or equivalent
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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</table>
Overview
Academic Institution
LEH01
Subject area  ART
Course Title  Advanced Drawing
Department(s)  Art
Description
Study of various drawing techniques and their application to problems in the area of specialization.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area  ART
Course Title  Advanced Painting I
Department(s)  Art
Description
A studio for painting, with individual criticism. Special attention is given to the creative disciplines of contemporary painting. The studio work is accompanied by discussions of theories and influences of the modern movements in art.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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</table>

Overview
Academic Institution
LEH01
Subject area  ART
Course Title  Advanced Digital Media II (Interaction Design)
Department(s)  Art
Description
This course is an advanced studio devoted to both the exploration and critical discussion of a broad range of digital media and their multiple interactions.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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</table>

Overview
Academic Institution
LEH01
Subject area  ART
Course Title  Advanced Painting II
Department(s)  Art
Description
See ART 712 for description.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
ART
Course Title
Advanced Painting III
Department(s)
Art
Description
See ART 712 for description.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area
ART
Course Title
Advanced Ceramics 2
Department(s)
Art
Description
Advanced hand-building and wheel-throwing techniques, emphasizing design and conceptual ideas. Development of glazes, underglazes, and color palates through scientific experiments and firing techniques. Study of historical and contemporary ceramic work. PREREQ: ART 707.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area
ART
Course Title
Advanced Sculpture I
Department(s)
Art
Description
Development of creative expression in sculpture, including research projects in various sculptural media.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
3  3
Overview
Academic Institution
LEH01
Subject area ART
Catalog Number 723
Course Title Advanced Digital Media III (Identity Design)
Department(s) Art
Description This course is an advanced studio devoted to the design of identity. From simple business logos to entire public relations campaigns, identity design is an area of intense debate and discourse. Exploration and critical discussion of digital media’s role in advertising, politics, art, and personal identity are all areas of discussion.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ART
Catalog Number 724
Course Title Advanced Sculpture II
Department(s) Art
Description See ART 722 for description.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ART
Catalog Number 726
Course Title Advanced Sculpture III
Department(s) Art
Description See ART 722 for description.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ART
Catalog Number 727
Course Title Ceramic Sculpture
Department(s) Art
Description Design and construction of fired ceramic sculpture. PREREQ: ART 707 or ART 107 and ART 307 or equivalent.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
728
Course Title
Advanced Sculpture IV
Department(s)
Art
Description
See ART 722 for description.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
730
Course Title
Advanced Printmaking I
Department(s)
Art
Description
Development of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
732
Course Title
Advanced Printmaking II
Department(s)
Art
Description
Continuation of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints.PREREQ: ART 730
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution  
LEH01
Subject area  ART
Catalog Number 733
Course Title  ADV DIGITAL MEDIA 4 (Information Design).
Department(s)  Art
Description  This course is an advanced studio devoted to the conceptual process of information design. It will involve the exploration and critical discussion of a wide variety of digital media. PREREQ: ART 703.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  Department Consent Required
Credits
Minimum Units  3
Maximum Units  3

Overview
Academic Institution  
LEH01
Subject area  ART
Catalog Number 734
Course Title  Advanced Printmaking III
Department(s)  Art
Description  Continuation of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints. PREREQ: ART 732.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  Department Consent Required
Credits
Minimum Units  3
Maximum Units  3

Overview
Academic Institution  
LEH01
Subject area  ART
Catalog Number 736
Course Title  Advanced Printmaking IV
Department(s)  Art
Description  Mastery of an individual body of work and studio practice through printmaking. Technical demonstrations may include traditional, experimental, and digital printmaking methods; professional formats; and critical discussions of prints. PREREQ: ART 734.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  Department Consent Required
Credits
Minimum Units  3
Maximum Units  3

Overview
Academic Institution  
LEH01
Subject area  ART
Catalog Number 737
Course Title  Adv Ceramics III
Department(s)  Art
Description  Advanced individual projects using architectural, sculptural, and design concepts in clay. Emphasis on contemporary trends and developments in the ceramic field. PREREQ: ART 717.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  Department Consent Required
Credits
Minimum Units  3
Maximum Units  3
Overview
Academic Institution
LEH01
Subject area
ART
Course Title
Advanced Photography I
Department(s)
Art
Description
Creative and technical aspects of photography: Independent projects in camera techniques; darkroom processing and printing.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
738
Course Title
Advanced Photography II
Department(s)
Art
Description
See ART 738 for description.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

<table>
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<tr>
<th>Minimum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
741
Course Title
Applied Imaging and Applications to the World Wide Web II
Department(s)
Art
Description
Advanced methods of motion graphics, action Scripts (programming), QuickTime, imagery, sound, interactivity, animation techniques, and design. PREREQ: Permission of instructor.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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<th>Minimum Units</th>
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Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number
742
Course Title
Independent Research
Department(s)
Art
Description
(May be repeated for credit up to a maximum of 9 credits, with Graduate Adviser's permission.) Studio work under guidance of a faculty member. PREREQ: Graduate Adviser's permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>
Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number 744
Course Title
First-Year Graduate Seminar
Department(s)
Art
Description
Graduate-level research methods in art and digital media, with
attention to the discourse and theory used to produce and critique
artistic work.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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<th>Minimum Units</th>
<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number 746
Course Title
Masters Project
Department(s)
Art
Description
(required of all M.A. candidates). Individual project in the student's
area of specialization.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number 748
Course Title
Master's Thesis I
Department(s)
Art
Description
Individual project in the student's area of specialization. PREREQ: ART
742
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area
ART
Catalog Number 750
Course Title
Master's Thesis II
Department(s)
Art
Description
Continuation of individual project in the student's area of
specialization. PREREQ: ART 748.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
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<tr>
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<tbody>
<tr>
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</table>
Overview
Academic Institution
LEH01
Subject area ART
Catalog Number 752
Course Title Advanced Two-Dimensional Design for Digital Media
Department(s) Art
Description (May be repeated for a maximum of 6 credits). Emphasis on two-dimensional design projects for production. Completion of a professional portfolio of projects suitable for presentation. PREREQ: ART 613.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ART
Catalog Number 755
Course Title Sem In Contempy Art
Department(s) Art
Description Issues in contemporary art and the primary components of today's art practice through a series of off-campus visits to galleries, museums, artists' studios, and talks with working artists, critics, curators, and other arts professionals.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ART
Catalog Number 757
Course Title Special Topics in Studio Art
Department(s) Art
Description A course on topics such as botanical illustration, animal sculpture, architectural rendering, etc. that are not covered by existing courses. PREREQ: Any 700-level course in a related skills area (e.g., painting, sculpture, computer imaging). (May be repeated for a maximum of 9 credits with Graduate Adviser's permission.)
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Bachelor of Science and Master of Science - Dual Degree in Biology

Master of Arts in Biology.

Master of Science in Biology.

Master of Arts for Secondary School Teachers of Biology and General Science.

The City University of New York's Graduate School and University Center offers courses and research training leading to the Ph.D. degree in biology and biochemistry. Students may specialize in molecular biology, cellular and developmental biology, neuroscience, ecology, evolutionary biology, and behavior or in the plant sciences. The specializations in plant sciences for the University are offered primarily at Lehman College, in affiliation with the New York Botanical Garden. Students in this program may obtain the M.A. or the M.S. as a degree "en route" to the Ph.D. Requirements for admission and further information may be found in the Bulletin of the Graduate School of The City University of New York.

Programs

Overview

Institution Code: LEH01
Official Name of Program: Biology
Plan Code: BIO-MA
Department(s) Sponsoring Program: Biological Sciences
Career: Graduate
Degree Designation: MA - Master of Arts

Overview

Institution Code: LEH01
Official Name of Program: Biology
Plan Code: BIO-MS
Department(s) Sponsoring Program: Biological Sciences
Career: Graduate
Degree Designation: MS - Master of Science

Requirements

Simple Requisites

Major Requirements - Admission
Type: Prerequisite
Additional Comments:
- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to pursue graduate study successfully - that is, have attained a minimum undergraduate grade average of 8 or 3.0 in the field selected for the graduate major and a minimum grade average of 8 or 2.7 in the undergraduate record as a whole.
- Have completed a major in biology, chemistry, physics, or an allied field.
- With Undergraduate Specialization in Biology: Candidates whose undergraduate major was in biology must have completed: (1) one year of organic chemistry, with laboratory; (2) one year of college physics; and (3) either one year of calculus or one semester of calculus and a semester of statistics.
- With Undergraduate Specialization in Chemistry, Physics, or Allied Field: Candidates whose undergraduate major was in either chemistry, physics, or an allied field must have completed: (1) the equivalent of an undergraduate minor in biology; (2) one year of organic chemistry, with laboratory; (3) one year of college physics; and (4) either one year of calculus or one semester of calculus and a semester of statistics.
- In addition, students must submit up to three letters of recommendation and a personal statement describing their career goals, explain how the master's program will help to achieve these goals, and how their prior education and research experience, if any, have prepared the student to move on to a master's degree. Students should indicate their research interests and identify at least one possible faculty mentor who is willing to advise the student for the tutorial.
**Major Requirements - Overall**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td></td>
<td>Earn at least 34 credits</td>
</tr>
<tr>
<td></td>
<td>Earn a minimum GPA of 3.0</td>
</tr>
</tbody>
</table>

**Additional Comments:**

**Academic Probation and Continuation**

- All graduate students whose GPA falls below 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 3.0 may only continue in their program upon successful appeal to the College Graduate Studies Committee with the approval of the Biology Department's Graduate Advisor.
- Students who received a failing grade in a course and have a cumulative GPA below 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

**Major Requirements - Core Courses**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td></td>
<td>Additional Comments:</td>
</tr>
</tbody>
</table>
|                             | All students (matriculated or nonmatriculated) should consult with the Departmental Graduate Advisor regarding their program. *Students must comply with the specific guidelines provided by the Department of Biological Sciences in developing and writing a tutorial.*
|                             | A student must complete 34 credits of coursework including 4 credits of "tutorial" (BIO 7922) or 2 credits of tutorial (BIO 7921) repeated twice. This tutorial is performed under the supervision of a faculty member in Biological Sciences. It is intended to involve the student in the performance of a carefully supervised project. The project may involve research in the laboratory, a library review of relevant topics, or a combination of the two. The results of this project will be written and submitted to the Department of Biological Sciences in partial fulfillment of the requirements of the master's degree. This document will become part of the departmental library. *Biology Masters Tutorial Guideline Students must complete a comprehensive hypothesis-based literature review related to the faculty's research or agreed upon topic and submit a credit-bearing thesis topic.* Tutorials should be reviewed by the Department Graduate Studies Committee. The faculty shall submit a report of their study. The faculty shall submit a report of their study.

**Major Requirements - Overall**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Earn at least 30 credits</td>
</tr>
<tr>
<td></td>
<td>Earn an average GPA of 3.0</td>
</tr>
</tbody>
</table>

**Additional Comments:**

- All graduate students whose GPA falls below 3.0 will be placed on academic probation. See the College's graduate policies and procedures regarding probation and continuation.
- Graduate students in Biological Sciences degree programs whose GPA falls below 3.0 may only continue in their program upon successful appeal to the College Graduate Studies Committee with the approval of the Biology Department's Graduate Advisor.
- Students who received a failing grade in a course and have a cumulative GPA below 3.0 will only be granted one semester to make sufficient progress towards degree completion and bring the GPA back up to 3.0 or above. Students may not continue in any course for which the failed course is a prerequisite. If the GPA is not raised to a 3.0 or above by the end of the next registered semester the student will be asked to discontinue their program of study.
- Students, who receive two failing grades in any of the courses satisfying the degree curriculum, will not be eligible for probation and will be asked to discontinue their program of study.

**Additional Comments:**

- All graduate students must complete 30 credits of coursework and complete an independent laboratory research project. A student may elect to substitute 1 to 6 credits of original laboratory research (BIO 7991, BIO 7992, and BIO 7993) for 1 to 6 credits of coursework. When a student is ready to select a research problem, a research advisory committee will be established in consultation with his or her thesis adviser to guide the investigation. The research advisory committee shall consist of three experts from academia or industry with the relevant educational qualifications and background to guide the student research. The makeup of the research advisory committee shall be reviewed by the Department Graduate Studies Committee. The student can continue the thesis project once the Chair of the Department Graduate Studies Committee has submitted a signed document to the thesis adviser to endorse the research advisory committee. A thesis based on this research must be defended.
The faculty shall guide and provide feedback to the student throughout the process (BIO 7922 – 4 credits).

OR

The faculty could require that the student show competency in at least one laboratory technique relevant to the faculty’s research project (BIO 7921 – 2 credits repeated twice for 4 credits).

A thesis based on this research must be defended satisfactorily in an oral presentation prior to its submission in partial fulfillment of the requirements for the degree of Master of Science. Approved copies of the thesis must be deposited in the Lehman College Library and the Department of Biology.

Students who choose a thesis adviser at the New York Botanical Garden or at another institution must have an "in-house" adviser. This individual must be a full-time faculty member of the Department of Biological Sciences at Lehman College.

Courses

<table>
<thead>
<tr>
<th>Overview</th>
<th>Academic Institution</th>
<th>Subject area</th>
<th>Catalog Number</th>
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<tr>
<td>LEH01</td>
<td>Subject area</td>
<td>BIO</td>
<td>501</td>
</tr>
<tr>
<td>Course Title</td>
<td>Topics in Genetics</td>
<td>Department(s)</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>Description</td>
<td>Basic genetic principles and their application to living organisms. PREREQ: One year of college biology.</td>
<td></td>
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<tr>
<td>Academic Career</td>
<td>Graduate</td>
<td>Liberal Arts</td>
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<td>Permission Type</td>
<td>Department Consent Required</td>
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Overview

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<tbody>
<tr>
<td>LEH01</td>
<td>Subject area</td>
<td>BIO</td>
</tr>
<tr>
<td>Course Title</td>
<td>Topics in Economic Botany</td>
<td>Department(s)</td>
</tr>
<tr>
<td>Description</td>
<td>Basic economic botany principles or basic processes and structures in plants; their relation to factors in the environment; reproduction; heredity, and variations in plants. PREREQ: One year of college biology.</td>
<td></td>
</tr>
<tr>
<td>Academic Career</td>
<td>Graduate</td>
<td>Liberal Arts</td>
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<tr>
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<tbody>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
503
Course Title
Topics in Urban Ecology
Department(s)
Biological Sciences
Description
Exploration of the study of interrelationships between organisms and their biotic and abiotic environment in relation to urban settings including population and community interactions, the nature of the niche, endangered species within city settings, the urban heat island effect, pollution concepts in general, and human's role in the system. Examination of the complexities of the ecosystems through gathering and interpreting local ecological data. Includes lab work and analysis using various data analysis software.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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</table>
Mammalian Physiology

Principles of integration and maintenance of homeostasis in mammals, including the activity of the nervous, endocrine, cardiovascular, renal, and digestive systems. Related laboratory experiments.

Credits

<table>
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<tr>
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</table>

Problems in Microbiology

(For students who are teaching or plan to teach science or biology in secondary schools.) Reading and projects based on recent developments in microbial cytology, growth, metabolism, variation and dissociation, host/parasite relations, antibiosis, and other associations, e.g., with studies taken from bacteria, fungi, and viruses. (Includes lab hours.)

PREREQ: One course in bacteriology or microbiology, one year of college chemistry, and one year of college physics.

Credits

<table>
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<th>Maximum Units</th>
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<tbody>
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</table>
Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Plant Growth and Development
Department(s)
Biological Sciences
Description
A molecular approach to physiological processes in autotrophic organisms, with emphasis on photosynthesis, phytochrome-mediated developmental responses, and hormonal regulation of cell and tissue differentiation.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Credits
Minimum Units
Maximum Units
4
4

Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Principles of Medical Microbiology
Department(s)
Biological Sciences
Description
Study of disease mechanisms, involving bacteria, viruses, fungi, and parasites. A case-based approach focused on common clinical symptoms, diagnostic laboratory tests, and treatment options. Prerequisite: BIO 166, and BIO 167, and BIO 238, and BIO 331, and CHE 232 and CHE 233
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Credits
Minimum Units
Maximum Units
2
2

Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Principles of Medical Microbiology Laboratory
Department(s)
Biological Sciences
Description
Application of microbiological techniques for research and diagnosis of infectious diseases. Prerequisite: BIO 166, and BIO 167, and BIO 238, and BIO 331, and CHE 232 and CHE 233 Corequisite: BIO 615 or BIO 415
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required
Credits
Minimum Units
Maximum Units
2
2

Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Problems in Ecology
Department(s)
Biological Sciences
Description
Recent advances in ecology in urban environments will be explored in relation to population and community interactions, the nature of the niche, endangered species, non-natives, threats to the biosphere, and possible modes of recovery. Fieldwork will be devoted to observing different urban ecosystems for gathering and interpreting data.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Credits
Minimum Units
Maximum Units
4
4
## Overview

**Academic Institution**
LEH01

**Subject area**  
BIO

**Course Title**  
Special Topics in Physiology

**Department(s)**  
Biological Sciences

**Description**  
Recent advances in integrative, cellular, and molecular physiology. Areas include information transfer in the cell, enzyme activity, muscle and nerve function, and mechanisms of hormone action. Laboratory work is designed to enable students to acquire skill in relevant biological techniques.

**Academic Career**  
Graduate

**Liberal Arts**  
Yes

**Permission Type**  
Department Consent Required

### Credits

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<th>Minimum Units</th>
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## Overview

**Academic Institution**
LEH01

**Subject area**  
BIO

**Course Title**  
Protozoology

**Department(s)**  
Biological Sciences

**Description**  
Biology of the protozoa, including morphology, physiology, and systematics of both free-living and parasitic forms. Consideration of phylogeny and ecology, life history, and epidemiology of selected protozoa. Laboratory includes identification, collection, culturing, and staining; emphasis on current techniques and their applications for basic research.

**Academic Career**  
Graduate

**Liberal Arts**  
Yes

**Permission Type**  
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**  
BIO

**Course Title**  
Seminar in Biology

**Department(s)**  
Biological Sciences

**Description**  
(May be taken twice, to a maximum of 2 credits.) Reports on and discussion of selected topics.

**Academic Career**  
Graduate

**Liberal Arts**  
Yes

**Permission Type**  
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**  
BIO

**Course Title**  
Biological Data Analysis and Interpretation

**Department(s)**  
Biological Sciences

**Description**  
Applications of statistics, data interpretation and data presentation in biology focused on genetics, molecular biology, biochemistry, ecology and evolution. Topics include: the presentation of biological data, summary statistics, probabilities, probability distributions and various methods of hypothesis testing.

**Academic Career**  
Graduate

**Liberal Arts**  
Yes

**Permission Type**  
No Special Consent Required

### Credits

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Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
634
Course Title
Cell Biology and Electron Microscopy
Department(s)
Biological Sciences
Description
Structure and ultrastructure of plant and animal cells and cell organelles as revealed by microscopic, electronmicroscopic, cytochemical, and enzyme-cytochemical methods.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
4
Maximum Units
4

Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
635
Course Title
Neurophysiology
Department(s)
Biological Sciences
Description
A general consideration of nervous systems, excitable membrane physiology, synapses, sensory receptors, trophic function, regeneration of nervous tissue, and behavior.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
636
Course Title
Neurophysiology Laboratory
Department(s)
Biological Sciences
Description
The laboratory will introduce the students to instrumentation and neurophysiological techniques. The experiments will examine bioelectricity, receptor processes, central processes, behavior, and regeneration.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
2
Maximum Units
2

Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
642
Course Title
Molecular Biology
Department(s)
Biological Sciences
Description
Structure and function of biological macromolecules. The synthesis of DNA in vitro and in vivo, the transfer of information from DNA to RNA, and the translation of informational RNA into protein. The genetic code and basic principles of molecular genetics will also be included. The laboratory will introduce students to basic techniques in molecular biology, including sterile technique, bacterial growth, gel electrophoresis, restriction enzyme digestion, bacterial transformation, and cloning.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
4
Maximum Units
4
Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  644
Course Title
Biological Chemistry
Department(s)
Biological Sciences
Description
Introduction to the chemistry and metabolism of compounds of biological importance. Studies of carbohydrates, lipids, amino acids, proteins, nucleic acids, vitamins, coenzymes, enzymes, and hormones; their interrelationship with each other; and their metabolism, biosynthesis, and significance in biological systems.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Biological Systematics
Department(s)
Biological Sciences
Description
A study of the theoretical basis and methodologies of each of the current schools of systematics, and the arguments used by each school in uncovering the phylogenetic relationships between organisms. Topics will include Aristotelian essentialism, evolutionary systematics, phenetics, cladistics (phylogenetic systematics), transformed (pattern) cladistics, monophyly, paraphyly, polyphylly, parsimony, homology, homoplasy, character state analysis, and polarity. The role of paleontological data in phylogenetic reconstruction will be explored. Students will use the methods learned to construct cladograms and phylogenetic relationships from a variety of data sets, and learn how to use data in resolving phylogenetic and biogeographic relationships.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
4 | 4

Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Plant Systematics: Lecture
Department(s)
Biological Sciences
Description
The philosophical basis of the classification of organisms and the relationships of phylogeny to taxonomy. The nature of species, genera, and higher taxa. The significance of data from various biological disciplines in the establishment of taxonomic systems. The historical development of plant classification.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
2 | 2
Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
70602
Course Title
Plant Systematics: Laboratory
Department(s)
Biological Sciences
Description
Laboratory for exploring the evolutionary history of plant life and plant classification. Notes: Ph.D. Level Courses in Biology.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
2
2

Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
70605
Course Title
Taxonomy of Vascular Plants: Lecture
Department(s)
Biological Sciences
Description
Consideration of current and historical systems of classification of extant tracheophytes at the level of families and higher taxa.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3
**Overview**

**Academic Institution**
LEH01

**Subject area**
BIO

**Catalog Number**
70606

**Course Title**
Taxonomy of Vascular Plants: Laboratory

**Department(s)**
Biological Sciences

**Description**
Students will review key diagnostic features of the liverworts, mosses, hornworts, clubmosses, ferns, gymnosperms, and angiosperms in their currently understood phylogenetic arrangement. Field trips will be conducted to prepare a pressed collection of representative examples from key lineages including major angiosperm families. Pre/Co Requisites: BIO 70605

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

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**Overview**

**Academic Institution**
LEH01

**Subject area**
BIO

**Catalog Number**
70610

**Course Title**
Biological Systematics

**Department(s)**
Biological Sciences

**Description**
While the theoretical basis and methodologies of each of the current schools of systematics will be discussed, the course will stress the basis and use of phylogenetic principles (cladistics) for developing topologies of terminal taxa from appropriate data matrices. There will be discussions of the concepts of species, monophyly, paraphyly, polyphyly, parsimony analysis, homology and homoplasy, as well as character selection, character state analysis, and polarity. Students will read classic and current papers from both the botanical and zoological literature to show the modern use of both morphological and molecular data in resolving phylogenetic and biogeographic relationships. Students will learn how to calculate the Wagner Algorithm and to use appropriate computer programs, i.e., WinClada and PAUP, for data analysis.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Microbial Physiology
Department(s)
Biological Sciences
Description
Organization of physiological processes in microorganisms, including structure, energy-yielding mechanisms, macromolecular biosynthesis, growth, and regulation.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Plant Molecular Biology: Lecture
Department(s)
Biological Sciences
Description
DNA and protein structure transcription, translation, nuclear and cytoplasmic gene regulation, chromatin structure, transposable elements, plant genetic engineering, plant viruses.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Plant Molecular Biology: Laboratory
Department(s)
Biological Sciences
Description
Students will use plant tissues while learning many basic molecular techniques, such as DNA and RNA hybridization, gene cloning, and chloroplast isolation.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Cell Biology
Department(s)
Biological Sciences
Description
Structure and ultrastructure of plant and animal cells and cell organelles as revealed by microscopic, electron-microscopic, cytochemical, and enzyme-cytochemical methods.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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</table>
### Physiology and Taxonomy of Fungi

**Course Title:** Physiology and Taxonomy of Fungi  
**Department(s):** Biological Sciences  
**Description:** A survey of the major groups of fungi; special problems in fungal physiology; fungi in general physiology; and morphological, ultrastructural, and biochemical approaches to fungal taxonomy and phylogeny. Fungi and human affairs.

**Academic Career:** Graduate  
**Permission Type:** Department Consent Required  
**Credits:**  
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### Vertebrate Endocrinology

**Course Title:** Vertebrate Endocrinology  
**Department(s):** Biological Sciences  
**Description:** A comparative study of endocrine systems in the vertebrates with special emphasis on neuroendocrinology, and the endocrine control of cellular activities, metabolism, and homeostasis.

**Academic Career:** Graduate  
**Permission Type:** Department Consent Required  
**Credits:**  
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### Endocrine Physiology

**Course Title:** Endocrine Physiology  
**Department(s):** Biological Sciences  
**Description:** Influence of the endocrine system on membrane transport and cellular processes; endocrine regulation of reproduction, growth, metabolism, and homeostasis.

**Academic Career:** Graduate  
**Permission Type:** Department Consent Required  
**Credits:**  
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### Laboratory in Endocrinology

**Course Title:** Laboratory in Endocrinology  
**Department(s):** Biological Sciences  
**Description:** Modern laboratory techniques used in endocrine research involving surgery on small mammals, radioisotopes, and biochemical methods to follow the action of hormones at a molecular or cellular level.

**Academic Career:** Graduate  
**Permission Type:** Department Consent Required  
**Credits:**  
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Overview
Academic Institution
LEH01
Subject area BIO
Catalog Number 724
Course Title Cell Physiology
Department(s) Biological Sciences
Description Regulatory and integrative aspects of biochemical processes at the cellular level that contribute to the general and specialized functions of living cells. Representative areas include the cell and its organelles, energy metabolism, and cellular redox potentials; bioelectric phenomena; protein structure and specificity and its relation to cellular differentiations; and membrane structure and transport processes. Lab will include work with intact and cell-free systems to demonstrate physiological and biochemical properties of living cells as well as model systems to demonstrate principles.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area BIO
Catalog Number 726
Course Title Physiology and Biochemistry of Differentiation
Department(s) Biological Sciences
Description The factual and hypothetical aspects of protein synthesis. Its relation to cytodifferentiation and the regulation of gene activity is considered from the viewpoint of cellular control mechanisms. Evidence will be considered that selected vitamins, minerals, and cofactors may have critical roles in the regulation of protein synthesis at the level of transcription and translation.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area BIO
Catalog Number 73001
Course Title Plant Physiology: Lecture
Department(s) Biological Sciences
Description Physiological phenomena of plants, with emphasis on growth and development.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area BIO
Catalog Number 73002
Course Title Laboratory for exploring problems in plant physiology. Pre/ Co Requisites: BIO 73001
Department(s) Biological Sciences
Description Laboratory for exploring problems in plant physiology.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Virology
Department(s)
Biological Sciences
Description
Quantitation, molecular architecture, and chemistry of bacterial, plant, and animal viruses. The physiology of virus-host interactions, with emphasis on viral nucleic acid replication, and the control of viral genetic expression.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Phytochemistry: Lecture
Department(s)
Biological Sciences
Description
Study of the organic constituents of plants. Biosynthetic mechanisms characteristic of plants, with emphasis on those peculiar to plants. Survey of secondary products with emphasis on medicinally important plant compounds.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Phytochemistry: Laboratory
Department(s)
Biological Sciences
Description
Using experiments, students will learn how plant-derived chemicals are extracted, analyzed and studied. Pre/Co Requisites: BIO 74501
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area       Catalog Number
BIO              746
Course Title
Biology of Aquatic Organisms
Department(s)
Biological Sciences
Description
Biological relationships of aquatic organisms with their freshwater and marine environments, stressing community, population, life histories, and behavior in natural and altered aquatic environments.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units       Maximum Units
4                     4

Overview
Academic Institution
LEH01
Subject area       Catalog Number
BIO              750
Course Title
Comparative Physiology and Biochemistry
Department(s)
Biological Sciences
Description
A systematic comparison of the physiological and biochemical phenomena of life throughout the phylogenetic scale.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units       Maximum Units
3                     3

Overview
Academic Institution
LEH01
Subject area       Catalog Number
BIO              752
Course Title
Plant Morphogenesis: Lecture
Department(s)
Biological Sciences
Description
Theories of plant development based on interpretations of physiological processes, biochemical reactions, and morphogenetic behavior of cells, tissues, and organs undergoing growth and differentiation. The interaction of internal and external factors affecting the development and patterns of growth in plants.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units       Maximum Units
3                     3

Overview
Academic Institution
LEH01
Subject area       Catalog Number
BIO              75201
Course Title
Plant Morphogenesis: Laboratory
Department(s)
Biological Sciences
Description
PREREQ or COREQ: Plant Morphogenesis: Lecture.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units       Maximum Units
3                     3
## Overview
### Comparative Morphology of Vascular Plants: Lecture
- **Subject area**: BIO
- **Course Title**: Comparative Morphology of Vascular Plants: Lecture
- **Description**: The general organography of the vascular plant. Investigation of forms and structures as related to phylogeny among the tracheophytes, with special emphasis on the comparative morphology and evolution of reproductive structures.
- **Academic Career**: Graduate
- **Liberal Arts**: Yes
- **Permission Type**: Department Consent Required

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## Overview
### Comparative Morphology of Vascular Plants: Laboratory
- **Subject area**: BIO
- **Course Title**: Comparative Morphology of Vascular Plants: Laboratory
- **Description**: By reviewing historical trends in land plant developments from liverworts to angiosperms in a recitation format, students will further explore the morphology of vascular plants by experiments involving tissue culture, the creation of models, and the preparation of a collection of pressed specimens to illustrate key concepts. **PREREQ or COREQ**: BIO 75401
- **Academic Career**: Graduate
- **Liberal Arts**: Yes
- **Permission Type**: Department Consent Required

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## Overview
### Fishes and Fisheries Biology: Lecture
- **Subject area**: BIO
- **Course Title**: Fishes and Fisheries Biology: Lecture
- **Description**: A study of the statistical methods for the treatment and evaluation of data relevant to the field of fisheries science. Concepts such as the unit-stock, population size, growth, mortality, and maximum sustainable yield will be explored. Students will have the opportunity to treat data by modern microcomputer techniques.
- **Academic Career**: Graduate
- **Liberal Arts**: Yes
- **Permission Type**: Department Consent Required

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## Overview
### Fishes and Fisheries Biology: Laboratory
- **Subject area**: BIO
- **Course Title**: Fishes and Fisheries Biology: Laboratory
- **Description**: Students will field collect in both freshwater and marine environments. Collections will be worked up using standard fisheries science techniques to evaluate diet, growth parameters, and population dynamics. Analysis of data will be turned in as a final term project. **Pre/ Co Requisites**: BIO 76105
- **Academic Career**: Graduate
- **Liberal Arts**: Yes
- **Permission Type**: Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
76113
Course Title
Marine Ecology: Lecture
Department(s)
Biological Sciences
Description
Examination of ecological processes as they operate in the marine environment. Broad topics will be explored, such as factors affecting primary and secondary production, population dynamics, intra- and specific interactions, resource partitioning in time and space, community structure, and interactions at the community level.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
76114
Course Title
Marine Ecology: Laboratory
Department(s)
Biological Sciences
Description
Students will, using field collected material, examine such ecological principle as resource partitioning, growth and population dynamics of coastal marine organisms, niche partitioning, and community structure. When possible, field trips to field sites will be incorporated. Students will learn how to apply Fishery Statistics to their studies and write these up as term projects for grade.
Pre/CoRequisite: BIO 76113
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
762
Course Title
Physiological Ecology: Lecture
Department(s)
Biological Sciences
Description
Study of the organisms behavioral and physiological adjustments for survival and reproduction in response to changes in the ecosystem.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
BIO
Catalog Number
76201
Course Title
Physiological Ecology: Laboratory
Department(s)
Biological Sciences
Description
Practical explorations of organisms' adjustments in response to environmental changes in the ecosystem.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  763
Course Title
Experimental Parasitology: Lecture
Department(s)
Biological Sciences
Description
An ecological and physiological approach to the study of host-parasite relationships. Discussion will concentrate on recent advances in the field.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  76301
Course Title
Experimental Parasitology: Laboratory
Department(s)
Biological Sciences
Description
Emphasis will be placed on the applications of modern procedure to the study of parasitic organisms. Pre/Corequisites: BIO 763
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  76403
Course Title
Plant Ecology: Lecture
Department(s)
Biological Sciences
Description
Study of plants distribution and abundance, plants interactions with other plants and other organisms, and plants responses to environmental pressures.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
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<tbody>
<tr>
<td>3</td>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  76404
Course Title
Plant Ecology: Laboratory
Department(s)
Biological Sciences
Description
Using field studies and laboratory experiments, students will become familiar with common plants and ecosystems of the region, how they react to perturbation, and how they remain resilient. Pre/Corequisite: BIO 76403
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</tbody>
</table>
Overview
Academic Institution: Lehman College
LEH01
Subject area: BIO
Catalog Number: 76501
Course Title: Paleobotany: Lecture
Department(s): Biological Sciences
Description:
Paleobotanical principles based on geologic evidence and phylogenetic interpretation of paleobotanical materials. The origin of land plants, morphological and floristic aspects of fossil floras from the Paleozoic on, with emphasis on the Devonian to the Tertiary. Functional and practical problems in paleobotany.
Academic Career: Graduate
Liberal Arts: Yes
Permission Type: Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</tbody>
</table>

Overview
Academic Institution: Lehman College
LEH01
Subject area: BIO
Catalog Number: 76502
Course Title: Paleobotany: Laboratory
Department(s): Biological Sciences
Description:
Students will study plant fossils in the laboratory from the microscopic to macroscopic scales. Pre/Corequisite: BIO 76501
Academic Career: Graduate
Liberal Arts: Yes
Permission Type: Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</tbody>
</table>

Overview
Academic Institution: Lehman College
LEH01
Subject area: BIO
Catalog Number: 77003
Course Title: Cytology: Lecture
Department(s): Biological Sciences
Description:
Micro- and ultrastructure, function, and behavior of organelles of plant and animal cells as revealed by microscopic, electron-microscopic, and cytochemical analysis.
Academic Career: Graduate
Liberal Arts: Yes
Permission Type: Department Consent Required

Credits
<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</table>

Overview
Academic Institution: Lehman College
LEH01
Subject area: BIO
Catalog Number: 77200
Course Title: Electron Microscopy Cytology: Laboratory
Department(s): Biological Sciences
Description:
Review of key concepts in preparation of material for both the Scanning Electron Microscope and the Transmission Electron Microscope, which will be examined and photographed. Material will be used to compile a laboratory notebook as the basis of a semester-long project to identify and measure organelles and structures characteristic to each sample at hand. Pre/ Co Requisites: BIO 77003
Academic Career: Graduate
Liberal Arts: Yes
Permission Type: Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</table>
Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Mathematical Biology: Lecture
Department(s)
Biological Sciences
Description
Biometry data analysis and graphics.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
<td>3</td>
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</table>

Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Mathematical Biology: Laboratory
Department(s)
Biological Sciences
Description
Biometry data analysis and graphics. Pre/Corequisite: BIO 78001
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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<tr>
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<tbody>
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</table>

Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Colloquium
Department(s)
Biological Sciences
Description
Students attend weekly seminars and have discussions with speakers.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
BIO
Course Title
Tutorial
Department(s)
Biological Sciences
Description
PREREQ: Graduate Adviser's permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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<th>Maximum Units</th>
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<tr>
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</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
BIO

**Course Title**
Advanced Study

**Department(s)**
Biological Sciences

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Catalog Number**
79201

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### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
BIO

**Course Title**
Tutorial

**Department(s)**
Biological Sciences

**Description**
A study performed under the supervision of a member of the graduate faculty in Biological Sciences intended to involve the student in the performance of a carefully supervised project. Departmental Permission Required. May be repeated for a maximum 4 credits.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Catalog Number**
7921

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### Credits

<table>
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<tr>
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</tbody>
</table>

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### Overview

**Academic Institution**
LEH01

**Subject area**
BIO

**Course Title**
Tutorial

**Department(s)**
Biological Sciences

**Description**
PREREQ: Graduate Adviser's permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Catalog Number**
7922

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### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
BIO

**Course Title**
Seminar in Special Topics

**Department(s)**
Biological Sciences

**Description**
Seminar in biological sciences exploring special topics.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Catalog Number**
79302

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### Credits

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### Credits

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</table>
Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  79305
Course Title
Grantsmanship and the art of developing a research proposal
Department(s)
Biological Sciences
Description
This course introduces students to the art of research proposal
development; grant writing and proposal review; techniques for
developing hypothesis-driven grant proposals for submission to
funding sources and for Master's degree research thesis. Pre-requisite:
BIO 7991, BIO 7992, or BIO 7993 or permission from the graduate
adviser.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  7933
Course Title
Seminar in Special Topics
Department(s)
Biological Sciences
Description
Advanced and in-depth studies of specialized topics in biology.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
2  2

Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  799
Course Title
Thesis Research
Department(s)
Biological Sciences
Description
Independent laboratory investigation. PREREQ: Graduate Adviser's
permission. (This course may be repeated with special permission of
the Graduate Adviser.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  Catalog Number
BIO  7991
Course Title
Thesis Research
Department(s)
Biological Sciences
Description
Indepedent laboratory investigation. PREREQ: Graduate Adviser's
permission. (This course may be repeated with special permission of
the Graduate Adviser.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
1  1
### Lehman College

**Overview**  
**Academic Institution**  
LEH01  
**Subject area**  
BIO  
**Course Title**  
Thesis Research  
**Department(s)**  
Biological Sciences  
**Description**  
Independent laboratory investigation. PREREQ: Graduate Adviser’s permission. (This course may be repeated with special permission of the Graduate Adviser.)  
**Academic Career**  
Graduate  
**Liberal Arts**  
Yes  
**Permission Type**  
Department Consent Required

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</table>

**Credits**

**Overview**  
**Academic Institution**  
LEH01  
**Subject area**  
BIO  
**Course Title**  
Seminar in Biochemistry  
**Department(s)**  
Biological Sciences  
**Description**  
Advanced and in-depth discussions of biochemical research.  
**Academic Career**  
Graduate  
**Liberal Arts**  
Yes  
**Permission Type**  
No Special Consent Required

<table>
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</table>

**Credits**

**Overview**  
**Academic Institution**  
LEH01  
**Subject area**  
BIO  
**Course Title**  
Independent Doctoral Research  
**Department(s)**  
Biological Sciences  
**Description**  
Independent Doctoral Research  
**Academic Career**  
Graduate  
**Liberal Arts**  
Yes  
**Permission Type**  
Department Consent Required

<table>
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<th>Maximum Units</th>
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</table>

**Credits**
Chemistry Department

The Department of Chemistry participates in the Biochemistry, Biology, and Chemistry doctoral programs of the Graduate School and University Center of The City University of New York. A description of these programs, including admission requirements, may be found in the Bulletin of The Graduate School of The City University of New York. Non-laboratory courses are usually given at the Graduate Center. Research leading toward the doctoral degree may be pursued at either Lehman College or any of the other senior colleges of the City University.

Courses
Overview
Academic Institution
LEH01
Subject area CHE
Course Title Advanced Inorganic Chemistry
Department(s) Chemistry
Description
A course in modern inorganic chemistry emphasizing the theoretical aspects that should prove useful to high school science teachers. Topics will include atomic theory, ionic and covalent bonding, transition metal chemistry, solvent systems, and acid-base behavior. Concepts will be illustrated with examples from descriptive inorganic chemistry.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area CHE
Course Title Biochemistry
Department(s) Chemistry
Description
An introduction to the principles of biochemistry. Topics will include the relationship between the three-dimensional structure of proteins and their biological activities; the basic concepts and design of metabolism; biological membranes and compartmentation; nucleic acids and the storage, transmission, and expression of genetic information.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Computer Science Department

The Department of Computer Science at Lehman College offers undergraduate majors in Computer Science and Computer Information Systems and a graduate program in Computer Science. Minors in Computer Science and Computer Applications are offered as well. Advisers are available to help students select the program most appropriate for them.

Programs

Overview

Institution Code
LEH01

Official Name of Program
Computer Science

Plan Code
CMS-MS

Career
Graduate

Degree Designation
MS - Master of Science

Requirements

Simple Requisites

- Bachelor’s degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study by having attained a minimum undergraduate grade average of B in the field selected for the graduate major and a minimum grade average of B- in the undergraduate record as a whole.
- Have taken the following courses: two semesters of
Courses

- Have taken the following courses: two semesters of calculus, one semester of linear algebra, two semesters of programming in high-level languages, one semester of programming in assembly language, and one semester in data structures. Admission may be granted with the provision that undergraduate courses will be taken to satisfy these course requirements.
- Two letters of recommendation.
- A 500-word essay outlining intellectual and academic interests, accomplishments, and career objectives.
- If conditionally admitted, satisfy the conditions within one year.

### Additional Comments:

<table>
<thead>
<tr>
<th>Major Requirements - Overall</th>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
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<td>Earn at least 36 credits</td>
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### Additional Comments:

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<th>Major Requirements - Core Courses</th>
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<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
<td></td>
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<tr>
<td>- CMP692 - Programming Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CMP697 - Operating Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- CMP761 - Analysis of Algorithms</td>
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<table>
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<tr>
<th>Earn at least 24 credits</th>
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<tbody>
<tr>
<td>- The remaining six courses must be chosen from among all CMP courses numbered 683 and above.</td>
<td></td>
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<tr>
<td>- Chosen with permission of the Graduate Adviser</td>
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<tr>
<td>- A master’s thesis or a written comprehensive examination. The thesis option is subject to approval of the Graduate Adviser.</td>
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</table>

### Additional Comments:
Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
566
Course Title
Computer Thinking for Educators
Department(s)
Computer Science
Description
A discussion of various computer science topics such as hamming codes, image representation, number systems, data representation, algorithms, artificial intelligence, cryptography, gates, flip-flops, adders. No previous programming experience is required. Prerequisite: MAT 172 or Department of Computer Science permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
567
Course Title
Programming Methods I for Educators
Department(s)
Computer Science
Description
Structured computer programming using modern high-level programming languages. Includes console I/O, data types, variables, control structures, including iteration, arrays, function definitions and calls, parameter passing, functional decomposition, and an introduction to objects. Debugging. Prerequisite: MAT 172 or Department of Computer Science permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3
# Overview

**Academic Institution**
LEH01

**Subject area**
CMP

**Catalog Number**
568

**Course Title**
Programming Methods II for Educators

**Department(s)**
Computer Science

**Description**
Continuation of parameter passing with a focus on devising function definitions and tracing recursive calls. Object Oriented Programming techniques. Arrays. Sorting and searching algorithms as well as a comparison of their performance. Exceptions and Exception Handling. Text File I/O. GUI programming. Lab exercises include designing, writing and debugging programs using commercial IDEs. Prerequisite: CMP 567 or Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

**Credits**

<table>
<thead>
<tr>
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<th>Maximum Units</th>
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</table>

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# Overview

**Academic Institution**
LEH01

**Subject area**
CMP

**Catalog Number**
569

**Course Title**
Data Structures and Algorithms for Educators

**Department(s)**
Computer Science

**Description**
Abstract characterizations as well as the design and implementation of data structures such as arrays, stacks, queues, linked lists, binary search trees, heaps, hash tables and graphs along with algorithms that make use of such structures including algorithms for sorting, searching, will be studied. Algorithms will be analyzed for their asymptotic behavior in terms of time and space complexity. Implementation issues will be considered and students will write programs that embody these data structures and algorithms. Prerequisite: CMP 568 or Department of Computer Science permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

**Credits**

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tr>
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</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
CMP

**Catalog Number**
605

**Course Title**
BASIC and Computer-Assisted Instruction

**Department(s)**
Computer Science

**Description**
Introduction to programming in BASIC on a microcomputer. Standard methods of computer-assisted instruction: drills, tests, tutorials, and demonstrations. Management topics, such as scorekeeping and record-keeping. Examples will be taken from a cross-section of disciplines. PREREQ: This course is intended for teachers with little or no programming background. No particular math background is required. Note: Students taking this course for 4 credits will be required to do an extra major project.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

### Credits

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
609
Course Title
Programming in Pascal
Department(s)
Computer Science
Description
An intensive introductory course in structured programming using the language Pascal on microcomputers. This course is intended for people wishing to teach Pascal at the high school level.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
4
Maximum Units
4

Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
683
Course Title
Numerical Analysis
Department(s)
Computer Science
Description
Topics in numerical analysis chosen from number systems, error analysis, linear equations and matrices, differentiation and integration, nonlinear equations, interpolation and approximation, and ordinary and partial differential equations.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
4
Maximum Units
4

Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
685
Course Title
Computability Theory
Department(s)
Computer Science
Description
Mathematical formulation of computability theory and abstract machine theory. Finite-state machines and Turing machines; Church's Thesis; recursive functions and recursively enumerable sets; unsolvability and the halting problem.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
4
Maximum Units
4

Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
692
Course Title
Programming Languages
Department(s)
Computer Science
Description
A study of programming languages from abstract and concrete points of view. Syntax, semantics; data objects and typing; control structures; scope of names; storage classes; binding times; parameter passing, value, reference, name, value-replace; and procedures, side-effects, recursion, serial reusability, reentrancy.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
4
Maximum Units
4
Overview
Academic Institution
LEH01
Subject area CMP
Catalog Number 695
Course Title Survey of Computer Hardware
Department(s) Computer Science
Description A survey of currently available computer equipment, together with some historical context. CPUs, microcomputers, minicomputers, large computers, super computers. Computer architecture, hierarchical storage, virtual storage and relocation, caches. Peripheral devices, storage systems, I/O channels. Communication hardware.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required
Credits
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<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area CMP
Catalog Number 697
Course Title Operating Systems
Department(s) Computer Science
Description A study of the functions and implementation of operating systems for various sizes and types of computers. Processor, storage, and device management. Paging algorithms, thrashing, File systems, concurrency, deadlocking, semaphores, and synchronization.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required
Credits
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<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area CMP
Catalog Number 717
Course Title Video Game Programming
Department(s) Computer Science
Description General game architecture, asynchronous input, animated sprites, action-oriented A.I., collision detection, scrolling, sound clips, 3D graphics. Student projects involving development of several video games, both individually and in teams.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required
Credits
<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area CMP
Catalog Number 731
Course Title Systems Analysis and Design
Department(s) Computer Science
Description Examination of the stages of a computer system life cycle with a structured approach: problem definition, feasibility study, analysis, design, implementation, and maintenance. Techniques employed include data flow diagrams, data dictionaries, system flowcharts, cost/benefit analysis, decision tables, Warnier/Orr diagrams, HIPO charts, PERT, and the critical path method.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required
Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
**Overview**

Academic Institution
LEH01
Subject area  
CMP
Course Title  
Introduction to Enterprise Computing
Department(s)  
Computer Science
Description
Technical issues and principles for building distributed enterprise systems. Applications of these principles using the Java EE framework: server-side distributed component models, such as Enterprise Java Beans and Web Services.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

**Credits**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>4</td>
<td>4</td>
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</tbody>
</table>

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**Overview**

Academic Institution
LEH01
Subject area  
CMP
Course Title  
Software Engineering
Department(s)  
Computer Science
Description
Structured coding techniques and coding style will be considered: single entry-single exit constructs, modularity (coupling, cohesion), data encapsulation, data abstraction, generic facilities, and type checking. Verification, validation, and testing techniques will be studied: static analysis, unit testing, input-output assertions, weakest precondition, structured induction, and symbolic execution.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
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</tbody>
</table>

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**Overview**

Academic Institution
LEH01
Subject area  
CMP
Course Title  
Communicating Robots
Department(s)  
Computer Science
Description
Techniques and principles for building communicating robots; programming on resource-limited systems, designing communications protocols, and testing distributed algorithms. Project to involve building a robot to work/compete with other robots.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

**Credits**

<table>
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<tr>
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</tbody>
</table>

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**Overview**

Academic Institution
LEH01
Subject area  
CMP
Course Title  
Principles of Communications Networks
Department(s)  
Computer Science
Description
Digital and analog communication, system architectures, and connection-oriented and connectionless service. The OSI model as a conceptual framework, and actual communication models and their protocols. Selected contemporary topics, such as communications security and the World Wide Web.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

**Credits**

<table>
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<tr>
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</tbody>
</table>
Overview

Academic Institution
LEH01
Subject area       Catalog Number
CMP                747
Course Title       Linear Programming and Operations Research
Department(s)      Computer Science
Description        Theory and application of linear techniques. Convex sets and
                   polyhedrons. The simplex method and the revised simplex method.
                   Procedures to handle degeneracy. Duality theory and the dual simplex
                   method. Elements of inventory and queueing theory. Industrial
                   applications in scheduling and production control. Khachian's
                   algorithm.
Academic Career    Graduate
Liberal Arts       Yes
Permission Type    No Special Consent Required

Credits

Minimum Units       Maximum Units
4                   4

Overview

Academic Institution
LEH01
Subject area       Catalog Number
CMP                758
Course Title       Database Systems
Department(s)      Computer Science
Description        Introduction to use and design of database systems. Topics include
                   levels of extraction and views of data; data models, entity relationship,
                   hierarchical, network, and relational data organization; data
                   dependencies, normal forms; design algorithms; distributed
                   databases; query languages.
Academic Career    Graduate
Liberal Arts       Yes
Permission Type    No Special Consent Required

Credits

Minimum Units       Maximum Units
4                   4

Overview

Academic Institution
LEH01
Subject area       Catalog Number
CMP                761
Course Title       Analysis of Algorithms
Department(s)      Computer Science
Description        Techniques for the design and comparison of algorithms. Several
                   models of computation will be considered. Topics chosen from:
                   searching and sorting algorithms, algorithms on graphs, products
                   involving polynomials and matrices, arithmetic complexity, fast
                   Fourier transform, and NP-complete problems.
Academic Career    Graduate
Liberal Arts       Yes
Permission Type    No Special Consent Required

Credits

Minimum Units       Maximum Units
4                   4

Overview

Academic Institution
LEH01
Subject area       Catalog Number
CMP                762
Course Title       Automata Theory
Department(s)      Computer Science
Description        Finite automata and related devices, the Chomsky hierarchy of formal
                   grammars, equivalence of generative grammar characterizations of
                   languages with recognition by restricted classes of machines, normal
                   forms, computational complexity, intractable problems.
Academic Career    Graduate
Liberal Arts       Yes
Permission Type    No Special Consent Required

Credits

Minimum Units       Maximum Units
4                   4
Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
765
Course Title
Artificial Intelligence
Department(s)
Computer Science
Description
Topics in artificial intelligence from the areas of problem solving, pattern recognition, speech recognition, and natural language processing. Representations and search methods in artificial intelligence. Computer implementation.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
4
Maximum Units
4

Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
767
Course Title
Computer Graphics
Department(s)
Computer Science
Description
Theory and applications of computer graphics. Graphics devices, line and circle drawing algorithms, two-dimensional transformations, clipping and windowing, interactive devices such as light pens and graphics tablets, three-dimensional graphics.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
4
Maximum Units
4
Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
768
Course Title
Simulation and Modeling
Department(s)
Computer Science
Description
An introduction to continuous and discrete simulation. System modeling, probabilistic methods, simulation languages. Simulation examples from science, industry, and computer systems.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
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Overview
Academic Institution
LEH01
Subject area
CMP
Catalog Number
770
Course Title
Compiler Construction
Department(s)
Computer Science
Description
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
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</tbody>
</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
CMP

**Course Title**
Image Processing

**Department(s)**
Computer Science

**Description**

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
CMP

**Course Title**
E-commerce Technologies

**Department(s)**
Computer Science

**Description**
Advanced Java enabling technologies for developing distributed E-commerce applications. Topics to include: Introduction to J2EE, Remote Method Invocations (RMI), Java Server Page (JSP), Servlet, Java Database Connectivity (JDBC), Java API's and tools for XML and XSLT, Design Patterns and Architectural issues, and Case Studies. Discussion of Web services, including Simple Object Access Protocol (SOAP), Web Service Definition Language (WSDL), and Universal Description Discovery and Integration (UDDI), as well as building Web services based on the advanced Java technologies. PREREQ: Object-Oriented Programming.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

<table>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area  Catalog Number
CMP  775
Course Title
Combinatorial and Graph Algorithms
Department(s)
Computer Science
Description
A study of some elementary and advanced combinatorial and graph algorithms, including dynamic programming, greedy methods, spanning and transversing graphs, shortest paths, maximum flow, matching and convex hulls.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
4  4

Overview
Academic Institution
LEH01
Subject area  Catalog Number
CMP  776
Course Title
Parallel Algorithms and Architecture
Department(s)
Computer Science
Description
Survey of parallel computer architecture and models of parallel computation. Design of parallel algorithms. Examples of specific parallel algorithms for searching and sorting and for numerical, algebraic, and combinatorial computations.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
4  4

Overview
Academic Institution
LEH01
Subject area  Catalog Number
CMP  788
Course Title
Topics in Computer Science
Department(s)
Computer Science
Description
(May be reelected for credit as the topic changes.) Advanced, in-depth studies of specialized topics of current interests in computer science.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
4  4

Overview
Academic Institution
LEH01
Subject area  Catalog Number
CMP  793
Course Title
Independent Study 3
Department(s)
Computer Science
Description
(may be repeated up to a maximum of 3 credits). Program of individual study of various topics in computer science, under the guidance and supervision of a member of the Department.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
1  1
Overview
Academic Institution
LEH01
Subject area
Catalog Number
CMP 794
Course Title
Supervised Internship in Computer Science
Department(s)
Computer Science
Description
Supervised internship related to a graduate CMP course the student has completed. Students will write a paper comparing working practice to academic knowledge. Grade determined by the faculty supervisor in consultation with the on-site work supervisor. PREREQ: Departmental permission and 16 graduate CMP credits.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
2
Maximum Units
2

Overview
Academic Institution
LEH01
Subject area
Catalog Number
CMP 798
Course Title
Independent Study in Computer Science
Department(s)
Computer Science
Description
(May be reelected for credit with Graduate Adviser's permission.) Program of individual study of various topics in Computer Science, under the guidance and supervision of a member of the Department.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
4
Maximum Units
4

Overview
Academic Institution
LEH01
Subject area
Catalog Number
CMP 799
Course Title
Master's Thesis Research
Department(s)
Computer Science
Description
Preparation for the M.S. thesis under the guidance of a faculty thesis adviser.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
4
Maximum Units
4

Overview
Academic Institution
LEH01
Subject area
Catalog Number
CMP 999
Course Title
Masters Comprehensive
Department(s)
Computer Science
Description
Masters Comprehensive
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
0
Maximum Units
0
Couns, Leadership, Lit & Sp Ed Department

The Department of Counseling, Leadership, Literacy, and Special Education offers the following programs:

- Master of Science in Education, Counselor Education
- Master of Science in Education, Educational Leadership (School Building Leader)
- Advanced Certificate, Educational Leadership (School District Leader)
- Master of Science in Organizational Leadership, Non-Certification (not related to K-12 leadership) (higher education, non-profit, corporate, hospital leadership)
- Doctor of Education in Organizational Leadership, Development and Change
- Master of Science in Education, Literacy Studies: Early Childhood and Childhood Education
- Master of Science in Education, Literacy Studies: Middle and Adolescent Education
- Master of Science in Education, Literacy Studies: Adult*
- Master of Science in Education, Literacy Studies: Literacy Birth-Grade 6 and Special Education Grades 1-6
- Master of Science in Education, Early Childhood Special Education
- Master of Science in Education, Childhood Special Education
- Master of Science in Education, Adolescent Childhood Special Education

In this section

- Counselor Education: School Counseling M.S.Ed. Program
- Bilingual School Counseling Extension
- Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits)
- Advanced Educational Leadership/District Leader Extension Program (12-15 credits)
- Organizational Leadership, Non-Certification Master of Science Program (MSOL) (30 Credits)
- Organizational Leadership, Development and Change, Doctor of Education (EDOL) (52 credits)
- Literacy Studies, M.S.Ed. Program
- Dual Certification in Literacy Birth-Grade 6 and Special Education Grades 1-6, M.S.Ed. Program
- Literacy, Grades Birth-6: Advanced Certificate Program
- Literacy, Grades 5-12: Advanced Certificate Program
- Graduate Programs in Special Education (including bilingual programs)
- Special Education Teacher, Birth to 2: Advanced Certificate Program
- Special Education Teacher, 1-6: Advanced Certificate Program
- Special Education, 7-12: Advanced Certificate Program
- Online Gifted and Talented Certificate Extension

Programs

Overview

Institution Code LEH01
Official Name of Program Advanced Educational Leader
Plan Code AEL-ADVCR
Career Graduate

Requirements

Simple Requisites
Certificate Requirements - Admission Requirements
Type Prerequisite
Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):
1. A master's degree in educational leadership from an accredited college or university (applicants may be
required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)

2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
4. New York State initial or professional certification as a School Building Leader or the equivalent;
5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, speech-language pathologist or social worker;
7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
10. Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

Additional Comments:

Certificate Requirements - Required Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfill ALL of the following requirements:</td>
<td></td>
</tr>
<tr>
<td>Semester I (fall):</td>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>– EDL712 - Leading an Effective School District</td>
</tr>
<tr>
<td></td>
<td>– EDL716 - Educational Governance, Policy, and Law</td>
</tr>
<tr>
<td>Semester II (spring):</td>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>– EDL721 - The Leadership Experience-District Extension</td>
</tr>
</tbody>
</table>

Program Requirements - Core

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>– EBS701 - Issues in Bilingualism</td>
</tr>
<tr>
<td></td>
<td>– EDG702 - Multicultural and Social Justice Counseling</td>
</tr>
<tr>
<td></td>
<td>– EDG734 - Bilingual Counseling in Schools and Communities</td>
</tr>
<tr>
<td></td>
<td>– EBS760 - The Bilingual Child with Mild to Moderate Learning and Behavior Problems</td>
</tr>
</tbody>
</table>

NOTE: New York State Education Department requires candidates for the bilingual certificate to pass the Bilingual Education Assessment (BEA). Lehman expects students to pass this exam before completing twelve (12) program credits or during the first year of matriculation.

Additional Comments:
Additional Comments:

Notes:

- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL721 Leadership Exp-District Extens.
- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL721 Leadership Exp-District Extens, again, in Summer I.

Certificate Requirements - Continuation Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Educational Leadership/District Leader Extension Program Continuation Requirements</td>
<td>1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits; 2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL721 Leadership Exp-District Extens (The Leadership Experience/District Extension); and 3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.</td>
</tr>
</tbody>
</table>

Additional Comments:

Certificate Requirements - Graduation Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfill ALL of the following requirements:</td>
<td>1. Completion of 12-15 approved graduate credits of study in educational leadership; 2. A minimum Grade Point Average of 3.0 (B); and 3. Successful completion of 200-400 internship hours.</td>
</tr>
</tbody>
</table>

Additional Comments:

Note: (Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.)

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a “companion program,” whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements.
Same admission requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

### Lehman College

**Overview**

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>Plan Code</td>
<td>CE-MSED</td>
</tr>
<tr>
<td>Department(s) Sponsoring Program</td>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
</tr>
<tr>
<td>Career</td>
<td>Graduate</td>
</tr>
<tr>
<td>Degree Designation</td>
<td>MSED - Master of Science in Education</td>
</tr>
</tbody>
</table>

**Requirements**

**Simple Requisites**

#### Major Requirements - Admission Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
</table>

- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé

*Note: The deadline for consideration is March 15 for students who wish to begin attending classes during the fall term.*

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and be asked at that time to provide a writing sample.

**Additional Comments:**

- Meet with a faculty adviser to plan courses and receive course approvals prior to or during registration each semester.

### Overview

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Counselor Education: School Counseling</td>
</tr>
<tr>
<td>Plan Code</td>
<td>CESC-MSED</td>
</tr>
<tr>
<td>Department(s) Sponsoring Program</td>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
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<td>Career</td>
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**Requirements**

**Simple Requisites**

#### Major Requirements - Admission Requirements

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- A completed bachelor's or master's degree from an accredited institution of higher education and original transcripts from all prior undergraduate and/or graduate institutions.
- A minimum 3.0 G.P.A. from a completed undergraduate or graduate degree program.
- Two letters of recommendation evaluating the applicant's potential as a professional counselor in areas of leadership, advocacy, collaboration, coordination, counseling, technology, and skills in affirming culturally diverse student populations. These letters should be from persons such as college or university faculty, K-12 school personnel, and community and family agency personnel.
- A completed application, including a 1,000-word essay consisting of responses to questions found in the graduate admissions on-line application, for the Counselor Education program.
- Currently certified New York State teachers may submit a copy of their teaching certificate. (Note: A teaching certificate is NOT required to become a school counselor in New York State.)
- A résumé.

*Note: The admission deadline is March 15 for students who wish to begin attending classes during the fall term. (CE:SC does not admit students for the spring term.)*

Candidates who satisfy the preliminary admissions requirements will be invited to a group interview and provide a writing assessment.

**Additional Comments:**

- Meet with a faculty adviser to plan courses and receive course approvals prior to or during registration each semester.
Access and maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.

If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

Completion in the first year of study of New York State mandated training workshops in a) Child Abuse Identification & Reporting, b) School Violence Prevention and c) DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.

18 credits in beginning counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form signed by the K-12 practicum placement site supervisor, and permission of advisor/Clinical Coordinator are required prior to placement in practicum.

36 credits in counseling courses with a minimum 3.0 GPA, a minimum of a grade of B in EDG707 Practicum in Counseling, Practicum in Counseling, a completed internship supervision agreement form signed by the K-12 internship site supervisor, and permission of the advisor/Clinical Coordinator are required prior to placement in internship.

Demonstration of counseling, leadership, and consultation skills, multicultural competencies, and professional dispositions through school-based and course assignments.

Additional Comments:

Major Requirements - Overall

Fulfill ALL of the following requirements:

- Earn at least 48 credits
- Earn a minimum Grade Point Average of 3.0
- Successful completion of two semesters of internship

Additional Comments:

Major Requirements - Required Courses

Fulfill ALL of the following requirements:

Core Requirements

- EDG700 - Professional Identity in School Counseling
- EDG701 - Counseling Theories and Techniques
- EDG702 - Multicultural and Social Justice Counseling
- EDG703 - Human Development in Counseling
- EDG704 - Career Counseling
- EDG705 - Group Counseling
- EDG706 - Assessment in Counseling

- Meet with a faculty adviser to plan courses and receive course approvals prior to registration each semester.

- Maintain liability insurance through student membership in the American School Counselor Association or the American Counseling Association for coverage during all pre-practicum, practicum, internship, and fieldwork experiences.

- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

- Completion in the first year of study of New York State mandated training workshops in: Child Abuse Identification & Reporting, School Violence Prevention, and DASA (Dignity for All Students Act): Prevention and Intervention of Harassment, Bullying, Cyberbullying & Discrimination in Schools.

- 18 credits in counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form, and Clinical Coordinator permission prior to practicum placement.

- 36 credits in counseling courses with a minimum 3.0 GPA, a minimum B in EDG707 Practicum in Counseling, Practicum in Counseling, a completed internship supervision agreement form, and Clinical Coordinator permission prior to internship placement.

- Demonstration of counseling, advocacy, leadership, consultation, multicultural competencies, and additional professional dispositions in all coursework and fieldwork.

- Additional Comments:
Overview
Institution Code LEH01
Official Name of Program Education Administration as School Building Leader
Plan Code EDBL-MSED
Degree Designation MSED - Master of Science in Education

Requirements
Simple Requisites
Type Degree Requirements - Master of Science in Education
Prerequisite

Admission Requirements
Note: Students admitted every fall semester.

- A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
- A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
- New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
- A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, or school social work experience;
- Three letters of recommendation: at least one must be from a current or former school site supervisor who can...
best evaluate the candidate’s potential as a P-12 principal, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate’s potential for success as a graduate student, and a third letter must be from someone who can best evaluate the candidate’s character and work ethic;

- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
- A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate’s philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.

- Candidates who do not hold an Initial certificate AND master’s degree must submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. 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.

- Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

### Continuation Requirements

- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
- 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
- Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

### Additional Comments:

**Major Requirements - Overall**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
</table>

Fulfill ALL of the following requirements:

- Earn at least 30 credits
- Earn a minimum GPA of 3.0
- Successful completion of 400 internship hours.
## Major Requirements - Core Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester I (Fall)</td>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- EDL701 - The Principal as a School Building Leader</td>
</tr>
<tr>
<td></td>
<td>- EDL703 - Collaborative and Community-Based Leadership</td>
</tr>
<tr>
<td>Semester II (Spring)</td>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- EDL702 - Ethics in School Leadership</td>
</tr>
<tr>
<td></td>
<td>- EDL704 - Instructional and Curriculum Leadership</td>
</tr>
<tr>
<td>Semester III (Summer)</td>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- EDL706 - Legal and Economic Issues and the Administration of Schools</td>
</tr>
<tr>
<td></td>
<td>- EDL708 - Research, Assessment, and Data-Driven Decision Making</td>
</tr>
<tr>
<td>Semester IV (Fall)</td>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- EDL707 - Creating Effective and Supportive Learning Environments for All Students</td>
</tr>
<tr>
<td></td>
<td>- EDL711 - The Leadership Experience II-Building Level</td>
</tr>
<tr>
<td>Semester V (Spring)</td>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- EDL709 - Case Studies in School Building Leadership</td>
</tr>
<tr>
<td></td>
<td>- EDL710 - The Leadership Experience I-Building Level</td>
</tr>
</tbody>
</table>

**Additional Comments:**
- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.
Program Requirements - Admission Requirements

Admission Requirements

Note: Students admitted every fall semester. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)

- A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
- A minimum 3.0 (B) grade point average from a completed graduate degree program;
- New York State initial or professional certification as a School Building Leader or the equivalent;
- New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
- A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, or social worker;
- Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, and at least one must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
- A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
- A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
- Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.

Program Requirements - Overall

Admission Requirements

- Bachelor's degree from an accredited college or university
- Minimum of 3.0 GPA in undergraduate and/or graduate studies
- Proof of New York State teacher certification
- No GRE requirement

Earn at least 12 credits

Additional Comments:

Program Requirements - Core

Complete ALL of the following Courses:

- EDS725 - Nature and Needs of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive Settings
- EDS726 - Assessment of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive Settings
- EDS727 - Best Practices for Teaching Culturally and Linguistically Diverse Gifted and Talented K-12 Students in the Home
- EDS728 - Culturally and Linguistically Diverse Gifted and Talented K-12 Students in the Home

The 12-credit program is designed around 4 required courses. Each course involves 10 to 15 hours of observation and fieldwork. The program requires a total 50 hours of fieldwork and observation. Faculty will help facilitate fieldwork experiences that might include work in classrooms, community organizations, and informal settings. Access to a computer and the internet is required.

Additional Comments:
Lehman College

collaborative skills, through school-based and region/district-based projects.

Additional Comments:

Program Requirements - Overall
Type
Completion Requirement

Fulfill ALL of the following requirements:

- Earn at least 12 credits
  Completion of 12-15 approved graduate credits of study in educational leadership.

- Earn a minimum GPA of 3.0

Successful completion of 200-400 internship hours.

- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.
- The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.
- The New York State Education Department requires that an applicant for SDL certification have a total of 60 graduate credits, so additional graduate credits may be needed for certification.

Additional Comments:

Program Requirements - Core
Type
Completion Requirement

Fulfill ALL of the following requirements:

Semester I
Complete ALL of the following Courses:
- EDL712 - Leading an Effective School District
- EDL721 - The Leadership Experience-District Extension

Semester II
Complete ALL of the following Courses:
- EDL716 - Educational Governance, Policy, and Law
- EDL717 - Finance, Operations, and Human Resource Management

- Most courses require that students participate in six hours of
Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL721 Leadership Exp-District Extens.

- Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL721 Leadership Exp-District Extens twice.

### Requirements

#### Simple Requisites

**Certificate Requirements - Admission Requirements**

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A master's degree from an accredited college or university.</td>
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<tr>
<td>- A minimum 3.0 grade point average in graduate study.</td>
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<tr>
<td>- An initial or Professional teaching certification.</td>
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<tr>
<td>- An essay outlining career goals.</td>
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<tr>
<td>- Two letters of recommendation.</td>
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<tr>
<td>- An individual interview.</td>
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</tr>
</tbody>
</table>

**Master's Requirements - Admissions Requirements**

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Earn a minimum GPA of 3.0</td>
<td></td>
</tr>
<tr>
<td>- A bachelor's degree or equivalent from an accredited college or university.</td>
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<tr>
<td>- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of 3.0 in the undergraduate records as a whole.</td>
<td></td>
</tr>
</tbody>
</table>

**Certificate Requirements - Required Courses**

- **Core Literacy Courses**
  - EDR702 - Language and Literacy Acquisition and Development of Children
  - EDR712 - Instructional Approaches for Language and Literacy Development in Childhood Education
  - EDR722 - Assessing and Evaluating Language and Literacy Development in Childhood Education
  - EDR752 - Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Childhd&Childhd Edu

**Clinical/Practicum Experience**

**Masters Requirements - Master of Science in Education**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Earn at least 45 credits</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:

- **Overview**
  - Institution Code: LEH01
  - Official Name of Program: Literacy for Early Childhood and Childhood Education
  - Plan Code: LECE-ADVCT
  - Department(s) Sponsoring Program: Counseling, Leadership, Literacy & Special Edu
  - Career: Graduate
  - Degree Designation: ADVCERPM - Advanced Certificate Post Master's

- **Overview**
  - Institution Code: LEH01
  - Official Name of Program: Literacy Birth-Grade 6 and Special Education 1-6: Dual Certification
  - Plan Code: LITSE-MSED
  - Department(s) Sponsoring Program: Counseling, Leadership, Literacy & Special Edu
  - Career: Graduate
  - Degree Designation: MSED - Master of Science in Education
Complete ALL of the following Courses:

- EDR731 - Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education

Prereq: EDR702 Lit Acq Dev Child, EDR712 Ins Lit Dev Childhd, EDR722 Ass Lit Dev Childhd, EDR752 Teaching Comp Strategies

Additional Comments:

Masters Requirements - Required Courses

Complete ALL of the following Courses:

- EDR529 - Language, Literacy, and Educational Technology
- EDR702 - Language and Literacy Acquisition and Development of Children
- EDR712 - Instructional Approaches for Language and Literacy Development in Childhood Education
- EDR722 - Assessing and Evaluating Language and Literacy Development in Childhood Education
- EDR752 - Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Chldhd&Chldhd Edu
- EDR731 - Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education
- EDE743 - Diagnosis of Difficulties in Learning Elementary School Mathematics
- EDS701 - Understanding Individuals with Disabilities
- EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS743 - Behavioral Assessment, Management, and Change
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar
- EDR767 - Project Seminar: Research on Literacy I and II
- EDR768 - Project Seminar: Research on Literacy I and II

Additional Comments:

Overview

Institution Code
LEH01

Official Name of Program
Literacy for Middle Childhood and Adolescence

Plan Code
LMCA-ADVCT

Career
Graduate

Requirements

Simple Requisites

Certificate Requirements - Admission Requirements

Type
Prerequisite

Additional Comments:

- A master's degree from an accredited college or university.
- A minimum 3.0 grade point average in graduate study.
- An initial or Professional teaching certification.
- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Masters Requirements - Admission Requirements

Type
Prerequisite

Earn a minimum GPA of 3.0

- A baccalaureate degree from an accredited college or university.
- A minimum 3.0 (B) grade point average from a completed undergraduate degree program.

Recommendation, Resume & Essay
Certificate Requirements - Required Courses

Type
Completion Requirement

Fulfill ALL of the following requirements:

Core Literacy Courses

Complete ALL of the following Courses:
- EDR703 - Literacy Acquisition and Development of Pre-Adolescents and Adolescents
- EDR713 - Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu
- OR EDR765 - Literacy in the Content Areas
- EDR723 - Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Educat
- EDR753 - Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Childhd&Adolescent Edu

Clinical/Practicum Experience

Complete ALL of the following Courses:
- EDR733 - Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Educat

Prereq: EDR703 Lit Acqu & Dev Pre-Adol & Adol, EDR713 Lang/Lit Development: Child Ed, or EDR765 Literacy in the Content Areas, EDR723 Ass Lit Dev Adol, EDR753 Teaching Comprehensive Strateg

Additional Comments:
- Recommendation, Resume & Essay
  - Currently working
  - Two letters of recommendation: one must be from a current supervisor at the applicant’s place of employment who can best evaluate the applicant’s leadership potential; and one must be from a faculty member from prior studies who can best evaluate the applicant’s potential for success as a graduate student.
  - A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service.
  - A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work.

Interview
- Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

Additional Comments:
- Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits.
- Successful completion of action research project.

Masters Requirements - Master of Science

Type
Completion Requirement

Earn a minimum GPA of 3.0

Earn at least 30 credits

Additional Comments:
- Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester.
- If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits.
- Successful completion of action research project.

Major Requirements - Required Courses

Type
Completion Requirement

Fulfill ALL of the following requirements:

Semester I (Fall)
Complete ALL of the following Courses:
- EDL801 - Holistic Leadership
- EDL802 - Ethical Leadership
- EDL808 - Leadership Seminar I: Needs Assessment

Semester II (Winter)
Complete ALL of the following Courses:
- EDL803 - Communication and Team Work

Semester III (Spring)
Complete ALL of the following Courses:
- EDL804 - Leading for Strategic Change
- EDL805 - Program Development and Evaluation
EDL805 - Program Development and Evaluation
EDL809 - Leadership Seminar II: Literature Research

Semester IV (Summer)
Complete ALL of the following Courses:
- EDL806 - Managing Financial Resources
- EDL807 - Leveraging Human Capital
- EDL810 - Leadership Seminar III: Implementation Plan

Additional Comments:
- Registration for all courses requires program approval (coordinator or advisor).
- Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.
Notes:
• Applications for matriculation are due by March 1 (for the fall semester).
• Prospective students whose native language is not English, or who have completed all or part of their post-secondary education in a country where English is not the first language, are required to submit TOEFL scores.

Major Requirement - Overall Type
Completion Requirement
Earn at least 52 credits

Advanced Certificate Requirements - Special Education 7-12 Type
Completion Requirement
Earn at least 18 credits
• The program of study will consist of:
  ◦ A 3-credit pre-requisite course,
  ◦ 9-credit core courses,
  ◦ 6-credit practicum courses.
• A maximum of 6 credits may be applied if candidates have had equivalent graduate courses and educational experiences within the past five years.
• The transfer of the credits is subject to the approval by the coordinator in special education.
• Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Grades 7-12 MS in Education Program within five years and upon approval of the coordinator in special education.

Additional Comments:

Advanced Certificate Requirements - Pre-requisite Courses Type
Prerequisite
Earn at least 3 credits from the following:
• EDS701 - Understanding Individuals with Disabilities
• EDS712 - The Adolescent with Disabilities

Additional Comments:

Advanced Certificate Requirements - Core Courses Type
Completion Requirement
Complete ALL of the following Courses:
• EDS743 - Behavioral Assessment, Management, and Change
• EDS714 - Curr6Instructional Pract Culturally6Linguistically Diverse Adolescents w/Disabilities Inclusive Set
• EDS741 - Psycho-educational Evaluation of Children with Learning Problems

Additional Comments:

Advanced Certificate Requirements - Practicum Type
Completion Requirement
Complete ALL of the following Courses:
• EDS713 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Adolescents
• EDS716 - Practicum in Curriculum6Instruction for Culturally6Linguistically Diverse Adolescents w/disabilities

Additional Comments:
**Overview**

Institution Code
LEH01

Official Name of Program
Special Education - Adolescent

Plan Code
SEAAC-MSED

Department(s) Sponsoring Program
Counseling, Leadership, Literacy & Special Edu

Career
Graduate

Degree Designation
MSED - Master of Science in Education

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**Requirements**

### Simple Requisites

#### Masters Requirements - Admission Requirements

**Type**
Prerequisite

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

- Content Specialty Test
  - Submission of scores on the Content Specialty Test (CST).

#### Sequence 1

- For Sequence 1 admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.

#### Sequence 2 & Sequence 3

- For Sequence 2 and 3 admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.

- Recommendation & Interview
  - Submit two letters of recommendation, at least one of which is from a college or university science instructor.
  - Personal interview.

---

**Additional Comments:**

- Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their degree program with an adviser.

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**Overview**

Institution Code
LEH01

Official Name of Program
Spec Ed - Childhood Alt Crt

Plan Code
SECAC-MSED

Department(s) Sponsoring Program
Counseling, Leadership, Literacy & Special Edu

Career
Graduate

Degree Designation
MSED - Master of Science in Education

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**Requirements**

### Simple Requisites

#### Major Requirements - Admission Requirements

**Type**
Prerequisite

- Fulfill ANY of the following requirements:
  
  **Admission Requirements to the 36-Credit M.S.Ed. Program in Early Childhood or Childhood Special Education**

  1. A bachelor's degree from an accredited college or university.
  2. A minimum undergraduate grade average of 3.0.
  3. An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.
  4. A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate.

  5. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:

     - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)

     - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?

     - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.

     - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
students are required to plan their graduate program with an adviser in the Science Education Program. Students must complete one of the three sequences outlined below.

Additional Comments:
6. Two letters of recommendation.
7. Participation in an interview.
8. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. 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.

Admission Requirements to the 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist
1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. An Initial or Professional New York State Certificate in teaching in a content area at the grades 7-12 level, or 6 semester hours at the graduate or undergraduate levels in each of the following subject areas: mathematics, English language arts, social studies, and science. Students who do not meet this admission requirement may be advised to take additional coursework as co-requisites to the program to remEDIATE any academic deficiencies.
4. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
   - a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
   - b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
   - c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
   - d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
5. Two letters of recommendation.
6. Participation in an interview.
7. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. 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.
Admission Requirements to the 48-Credit Dual Certification M.S.Ed. Program in Early Childhood Special Education and Early Childhood Education or Childhood Special Education and Childhood Education

Admission requirements for applicants who do not possess New York State certification:

1. A bachelor's degree from an accredited college or university.
2. A minimum undergraduate grade average of 3.0.
3. Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
   a) What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
   b) As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
   c) As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
   d) As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.
4. Two letters of recommendation.
5. Participation in an interview.
6. Certification of placement and assurance of ability to complete all the program and course requirements.
7. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level. 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.

Additional Comments:

Major Requirements - Overall

Type
Completion Requirement

Earn at least 36 credits

- Complete a minimum of 36 graduate credits of study in an approved Special Education concentration.
- A minimum GPA of 3.0 throughout the 36-credit concentration.
- Candidates are required to pass edTPA (Teacher Performance Assessment).
Performance Assessments, Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.

Additional Comments:

<table>
<thead>
<tr>
<th>Major Requirements - Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Completion Requirement</td>
</tr>
</tbody>
</table>

**Fulfill ANY of the following requirements:**

### The 36-Credit M.S.Ed. Program Childhood

**Complete ALL of the following Courses:**

- EDS701 - Understanding Individuals with Disabilities
- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change
- EDS708 - Practicum Behavioral Asses. & Mgmt of Cult. & Linguistically Diverse Childhd Students w/Disabilities
- EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhd Students
- EDS710 - Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhd
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS711 - Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities
- EDS715 - Research in Special Education
- EDS718 - Culminating Master's Project
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar

### The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist

**Complete ALL of the following Courses:**

- EDS712 - The Adolescent with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change
- EDS714 - Curr6Instructional Pract Culturally6Linguistically Diverse Adolescents w/disabilities Inclusive Set
- EDS716 - Practicum in Curriculum6Instruction for Culturally6Linguistically Diverse Adolescents w/disabilities
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS715 - Research in Special Education
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar
- ESC519 - Teaching Science in Middle and High School
- ESC532 - Teaching Mathematics in Middle and High School
- ESC533 - Teaching World History in Middle and High School
- OR ESC34 - Teaching U.S. History and Government
- EDR713 - Instructional Approaches Lang6Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu
The 48-Credit Dual Certification M.S.Ed. Program in Childhood Special Education and Childhood Education

Complete ALL of the following Courses:
- EDS701 - Understanding Individuals with Disabilities
- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change
- EDS708 - Practicum Behavioral Asses. & Mgmt of Cult. & Linguistically Diverse Childhd Students w/Disabilities
- EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
- EDS710 - Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Child
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS711 - Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities
- EDS715 - Research in Special Education
- EDS718 - Culminating Master's Project
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar

And Childhood Education Courses - 12 credits*

*Childhood Education Courses: From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.

Overview
Institution Code
LEH01
Official Name of Program
Special Education Teacher Grades 1-6
Plan Code
SET1-6-ADC
Career
Graduate

Requirements
Simple Requisites
Advanced Certificate Requirements - Admission Requirements
Type
Prerequisite
Earn a minimum GPA of 3.0
- A master’s degree from an accredited teacher preparation program.
- A copy of graduate transcript showing a minimum 3.0 GPA.
**Certificate in Childhood Education**
- A valid provisional, initial, permanent, or professional certificate in Childhood Education, Grades 1 through 6 from an accredited teacher preparation program.
- The certificate that you apply for should be at the same developmental level/age group that you have been teaching. Note: Individuals who do not have certification at the same developmental level/age group as their initial certification will need to take additional courses to meet the program requirements.
- Current Lehman College education students should speak to their program advisor for admission approval.
- Upon review of academic application materials, there may be deficiencies that need to be addressed by taking additional coursework.

**Professional Certificate**
- A valid provisional, initial, permanent, or professional certificate in teaching mathematics, English language arts, social studies or science, grades 7-12 from an accredited teacher preparation program.
- The certificate that you apply for should be at the same developmental level/age group that you have been teaching. Note: Individuals who do not have certification at the same developmental level/age group as their initial certification will need to take additional courses to meet the program requirements.
- Current Lehman College education students should speak to their program advisor for admission approval.
- Upon review of academic application materials, there may be deficiencies that need to be addressed by taking additional coursework.

### Additional Comments:

#### Advanced Certificate Requirements - Special Education Teacher 1 - 6

**Type**  
Completion Requirement

**Earn at least 18 credits**

**Additional Comments:**
- The program of study will consist of the following: a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be applied if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education. Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Grades 1-6 MS in Education Program within five years and upon approval of the coordinator in special education.

#### Advanced Certificate Requirements - Pre-requisite Courses

**Type**  
Completion Requirement

**Complete at least 1 of the following courses:**
- EDS701 - Understanding Individuals with Disabilities
- EDS707 - The Childhood Student with Disabilities

**Additional Comments:**

#### Advanced Certificate Requirements - Core Courses

**Type**  
Completion Requirement

**Complete ALL of the following Courses:**
- EDS743 - Behavioral Assessment, Management, and Change
- EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems

**Additional Comments:**

#### Advanced Certificate Requirements - Special Education 7 - 12

**Type**  
Completion Requirement

**Earn at least 18 credits**

**Additional Comments:**
- The program of study will consist of a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be applied if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education. Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Grades 7-12 MS in Education Program within five years and upon approval of the coordinator in special education.

#### Advanced Certificate Requirements - Pre-requisite

**Type**  
Completion Requirement

**Complete at least 1 of the following courses:**
- EDS701 - Understanding Individuals with Disabilities
- EDS712 - The Adolescent with Disabilities

**Additional Comments:**

#### Advanced Certificate Requirements - Core Courses

**Type**  
Completion Requirement

**Complete ALL of the following Courses:**
- EDS743 - Behavioral Assessment, Management, and Change
- EDS714 - Curricular & Instructional Pract Culturally & Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems

**Additional Comments:**
### Advanced Certificate Requirements - Practicum

**Type**
- Completion Requirement

**Complete ALL of the following Courses:**
- EDS708 - Practicum Behavioral Asses. & Mgmt of Cult. & Linguistically Diverse Childhd Students w/Disabilities
- EDS710 - Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhd

**Additional Comments:**

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### Overview

**Institution Code**
LEH01

**Official Name of Program**
Special Education Teacher Birth-2

**Plan Code**
SETB2-ADCT

**Career**
Graduate

**Department(s) Sponsoring Program**
Counseling, Leadership, Literacy & Special Edu

**Degree Designation**
ADVCERP - Advanced Certificate Post Baccalaureate

---

### Requirements

**Simple Requisites**

**Advanced Certificate Requirements - Admission Requirements**

**Type**
- Prerequisite

**Master's Degree**
- A master's degree from an accredited teacher preparation program.

**Earn a minimum GPA of 3.0**
- A copy of graduate transcript showing a minimum 3.0 GPA.

**Certificate in Early Childhood Education**
- A valid provisional, initial, permanent, or professional certificate in Early Childhood Education, Birth-2
- The certificate that you apply for should be at the same developmental level/age group that you have been teaching. Note: Individuals who do not have certification at the same developmental level/age group as their initial certification will need to take additional courses to meet the program requirements.
- Current Lehman College education students should speak to their program advisor for admission approval.
- Upon review of academic application materials, there may be deficiencies that need to be addressed by taking additional coursework.

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### Masters Requirements - Admission Requirements

**Type**
- Completion Requirement

**Earn a minimum GPA of 3.0**
- A bachelor's degree or equivalent from an accredited college or university.

**Certification**
- An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level.

**Concentration**
- A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate

**Essay**
- Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:

1. What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences...
Advanced Certificate Requirements - Special Education Teacher Birth to 2

Type: Completion Requirement

Earn at least 18 credits

Advanced Certificate Requirements - Pre-requisite Courses

Type: Prerequisite

Complete ALL of the following Courses:
- EDS701 - Understanding Individuals with Disabilities
  OR EDS702 - The Young Child with Special Needs

Advanced Certificate Requirements - Core Courses

Type: Completion Requirement

Complete ALL of the following Courses:
- EDS743 - Behavioral Assessment, Management, and Change
- EDS704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Learning Problems
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems

Advanced Certificate Requirements - Practicum

Type: Completion Requirement

Complete ALL of the following Courses:
- EDS703 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Child
- EDS705 - Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Young Children

Additional Comments:

Recommendations:
- Two letters of recommendation

Interview:
- Participation in an interview.
- For Bilingual Early Childhood Special Education: Successful participation in a bilingual interview
- Certification of placement and assurance of ability to complete all the program and course requirements.
- For Bilingual Early Childhood Special Education: A successful on-site written sample in a language other than English; or score in the NYS Bilingual Education Assessment (BEA). At this time Spanish will be the only language accepted.

Masters Requirements - Master of Science in Education

Type: Completion Requirement

Earn a minimum GPA of 3.0
- An earned GPA of 3.0 or higher through the first 18 credits of graduate study.

Childhood Dual Certification
Earn at least 48 credits

Childhood Bilingual Dual Certification
Earn at least 48 credits

Childhood Bilingual Extension
Earn at least 42 credits

Teacher Performance Assessments
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests.
Masters Requirements - Childhood Dual Certification
Type Completion Requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:
- EDS701 - Understanding Individuals with Disabilities
- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change
- EDS708 - Practicum Behavioral Asses. & Mgmt of Cult. & Linguistically Diverse Childhd Students w/Disabilities
- EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
- EDS710 - Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Child
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS742 - Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities
- EDS715 - Research in Special Education
- EDS718 - Culminating Master's Project
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar

Childhood Education Courses
Earn at least 12 credits
- From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor.

Masters Requirements - Childhood Bilingual Dual Certification
Type Completion Requirement

Complete ALL of the following Courses:
- EBS701 - Issues in Bilingualism
- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change
- EDS708 - Practicum Behavioral Asses. & Mgmt of Cult. & Linguistically Diverse Childhd Students w/Disabilities
- EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE727 - Teaching English as a New Language, Grades 1 to 6)
- EDE715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
Lehman College

- EDE717 - Learning and Teaching Science in Childhood Settings: Grades 1 to 6
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob
- ED5711 - Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities
- ED5715 - Research in Special Education
- ED5718 - Culminating Master's Project
- ED5719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar

Additional Comments:

Masters Requirements - Childhood Bilingual Extension

Type: Completion Requirement

Complete ALL of the following Courses:

- EBS701 - Issues in Bilingualism
- EDS707 - The Childhood Student with Disabilities
- ED5743 - Behavioral Assessment, Management, and Change
- ED5708 - Practicum Behavioral Asses. & Mgt of Cult. & Linguistically Diverse Childhd Students w/Disabilities
- ED5709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob
- ED5711 - Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities
- ED5718 - Culminating Master's Project
- ED5719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar

Additional Comments:
## Masters Requirements - Admission Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| Prerequisite | Earn a minimum GPA of 3.0  
- A bachelor’s degree or equivalent from an accredited college or university. |
| Certification | An Initial or Professional New York State Certificate in teaching at the Early Childhood or Childhood level. |
| Concentration | A Special Education concentration at the same developmental level as their earned Initial/Professional NYS Teaching Certificate |
| Essay | Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:  
1. What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)  
2. As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?  
3. As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.  
4. As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum. |
| Recommendations | Two letters of recommendation. |
| Interview | Participation in an interview. |
| Certification of placement and assurance of ability to complete all the program and course requirements. |

## Masters Requirements - Master of Science in Education

<table>
<thead>
<tr>
<th>Type</th>
<th>Requirement</th>
</tr>
</thead>
</table>
| Completion Requirement | Earn a minimum GPA of 3.0  
- An earned GPA of 3.0 or higher through the first 18 credits |
## Masters Requirements - Early Childhood Dual Certification

### Type
Completion Requirement

### Fulfill ALL of the following requirements:

<table>
<thead>
<tr>
<th>Complete ALL of the following Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ED5701 - Understanding Individuals with Disabilities</td>
</tr>
<tr>
<td>- ED5702 - The Young Child with Special Needs</td>
</tr>
<tr>
<td>- ED5743 - Behavioral Assessment, Management, and Change</td>
</tr>
<tr>
<td>- ED5703 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Child</td>
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<tr>
<td>- ED5704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with</td>
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<tr>
<td>- ED5705 - Practicum in Curriculum\Instruction for Culturally\Linguistically Diverse Young Children</td>
</tr>
<tr>
<td>- ED5741 - Psycho-educational Evaluation of Children with Learning Problems</td>
</tr>
<tr>
<td>- ED5706 - Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs</td>
</tr>
<tr>
<td>- ED5715 - Research in Special Education</td>
</tr>
<tr>
<td>- ED5718 - Culminating Master's Project</td>
</tr>
<tr>
<td>- ED5719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings</td>
</tr>
<tr>
<td>- ED5720 - Student Teaching Seminar</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Childhood Education Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 12 credits</td>
</tr>
<tr>
<td>- <strong>Early Childhood Education Courses:</strong> From the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor</td>
</tr>
</tbody>
</table>

### Additional Comments:

- Early Childhood Bilingual Dual Certification
  - Earn at least 48 credits
- Early Childhood Bilingual Extension
  - Earn at least 42 credits
- Teacher Performance Assessments
  - Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at [http://www.nystce.nesinc.com/NY_annProgramUpdate.asp](http://www.nystce.nesinc.com/NY_annProgramUpdate.asp).
Masters Requirements - Early Childhood Bilingual Dual Certification

Type
Completion Requirement

Complete ALL of the following Courses:

- EBS701 - Issues in Bilingualism
- EDS702 - The Young Child with Special Needs
- EDS743 - Behavioral Assessment, Management, and Change
- EDS703 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi
- EDS704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with
- EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC739 - Social Studies Concept Devlp in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob
- EDS706 - Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs
- EDS715 - Research in Special Education
- EDS718 - Culminating Master's Project
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar

Additional Comments:

Masters Requirements - Early Childhood Bilingual Extension

Type
Completion Requirement

Complete ALL of the following Courses:

- EBS701 - Issues in Bilingualism
- EDS702 - The Young Child with Special Needs
- EDS743 - Behavioral Assessment, Management, and Change
- EDS703 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi
- EDS704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with
- EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC739 - Social Studies Concept Devlp in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob
- EDS706 - Practicum in Assessment for Culturally and Linguistically Diverse Young Children with Special Needs
- EDS715 - Research in Special Education
- EDS718 - Culminating Master's Project
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar
Courses

Overview
Academic Institution
LEH01
Subject area
EBS
Catalog Number
701
Course Title
Issues in Bilingualism
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
The nature of bilingualism as a societal and individual phenomenon. In-depth study of linguistic, applied linguistic, psycholinguistic, sociolinguistic, neurolinguistic, and educational aspects of bilingualism. Ten hours of fieldwork in bilingual settings required.
PREREQ: Permission of the coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
<td>3</td>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area
EBS
Catalog Number
741
Course Title
Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Theoretical bases and techniques underlying the psycho-educational evaluation of bilingual children with learning and behavior problems. The specific concerns related to the assessment of bilingual individuals will be highlighted, including attitudes of school personnel, test bias, misuse of tests, culture-specific tests and local norms, culture-fair tests, procedures and instruments for unbiased testing, and nondiscriminatory assessment models and practices for teachers and evaluators. Fifteen hours of fieldwork with bilingual children in school settings required. PREREQ: EBS 701, and permission of the coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### Overview

#### Academic Institution
LEH01

#### Subject area
EBS

#### Catalog Number
761

#### Course Title
Curriculum Planning for Bilingual Students with Mild to Moderate Learning and Behavior Problems

#### Department(s)
Counseling, Leadership, Literacy & Special Edu

#### Description
Curriculum development, use of specialized teaching techniques, and adaptation of instructional materials for bilingual students with mild to moderate learning and behavior problems.

#### Academic Career
Graduate

#### Liberal Arts
No

#### Permission Type
Department Consent Required

#### Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

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### Overview

#### Academic Institution
LEH01

#### Subject area
EBS

#### Catalog Number
768

#### Course Title
Practicum in the Assessment of Bilingual Students with Mild to Moderate Learning and Behavior Problems

#### Department(s)
Counseling, Leadership, Literacy & Special Edu

#### Description
Supervised practicum in the assessment of bilingual students with mild to moderate learning and behavior problems.

#### Academic Career
Graduate

#### Liberal Arts
No

#### Permission Type
Department Consent Required

#### Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area EDG
Course Title Professional Identity in School Counseling
Department(s) Counseling, Leadership, Literacy & Special Edu
Description History, philosophy, and appropriate current professional roles of the school counselor using advocacy, leadership, and collaboration to implement a comprehensive, developmental, multi-tiered school counseling program with academic, career, college access/affordability, and social-emotional competencies for every K-12 student including legal, ethical, and equity issues in urban schools and families. A 10-hour pre-practicum in a K-12 school is required. PREREQ: Matriculation in the program.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area Catalog Number
EDG 702
Course Title Multicultural and Social Justice Counseling
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examines theories of multicultural counseling in diverse urban school, community, and mental health settings focused on ethnic/racial identity development, world view, anti-racism, anti-oppression, intersectionality, and social justice models in counseling. A 10-hour pre-practicum in a K-12 school or mental health setting is required. PREREQ: Matriculation in the program.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area Catalog Number
EDG 703
Course Title Human Development in Counseling
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examination of child, adolescent, and family development theories in diverse urban school settings, including the application of lifespan developmental theory in counseling practice.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
### Career Counseling

- **Catalog Number**: 704
- **Course Title**: Career Counseling
- **Department(s)**: Counseling, Leadership, Literacy & Special Edu
- **Description**: Examination of career development theory and technology-based career counseling practices in diverse urban school and mental health settings and the counselor's role in life-long career development and educational planning for children, adolescents, and families in collaboration with schools, community agencies, and government organizations. PREREQ: Matriculation in the program.
- **Academic Career**: Graduate
- **Liberal Arts**: No
- **Permission Type**: Department Consent Required
- **Credits**: Minimum Units 3, Maximum Units 3

### Group Counseling

- **Catalog Number**: 705
- **Course Title**: Group Counseling
- **Department(s)**: Counseling, Leadership, Literacy & Special Edu
- **Description**: Examination of group counseling theories and experiential understanding of group practice with children, adolescents, and families in urban school and mental health settings. Major themes include group dynamics, group process, leadership styles, group stages, group counseling methods, and direct experience. A 10-hour pre-practicum in a K-12 school or mental health setting is required. PREREQ: Matriculation in the program.
- **Academic Career**: Graduate
- **Liberal Arts**: No
- **Permission Type**: Department Consent Required
- **Credits**: Minimum Units 3, Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
EDG
Course Title
Assessment in Counseling
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of assessment theory and practice in urban school and clinical counseling settings, including culturally competent assessment and diagnosis; types of academic psychological, behavioral and interpersonal assessment instruments; use of statistics; and application of assessment data to promote academic, career, and interpersonal success and improvements in overall functioning. A 10-hour pre-practicum experience in a K-12 school is required. Pre-requisite: Permission of program advisor.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area
EDG
Course Title
Practicum in Counseling
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Application of counseling theories and techniques to practice in an urban K-12 school or mental health setting. 40 hours of direct counseling/consultation services and 60 hours of indirect services with students/clients are required at the site. Supervision is provided in class by faculty, and on-site by a certified/licensed counselor. Digital individual and group counseling sessions are recorded for feedback. PREREQ: Matriculation in the program; 18 graduate counseling credits, and permission of the Clinical Coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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### Lehman College

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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td>Counseling Research, Program Development, and Evaluation I</td>
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<tr>
<td><strong>Department(s)</strong></td>
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<tr>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
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<tr>
<td><strong>Description</strong></td>
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<tr>
<td>Examination of research design, data collection procedures, and the implementation and evaluation of comprehensive, developmental K-12 school or mental health counseling programs. PREREQ: Matriculation in the program.</td>
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<tr>
<td><strong>Academic Career</strong></td>
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#### Credits

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### Overview

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<td><strong>Course Title</strong></td>
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<tr>
<td>School/Community Leadership, Advocacy, Collaboration, and Consultation</td>
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<tr>
<td><strong>Department(s)</strong></td>
</tr>
<tr>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Understanding theories and models of leadership, advocacy, collaboration and consultation for individual and systemic change in urban school counseling or community mental health settings including, school-family-community partnerships to ensure equitable community resources. Consultation techniques in school and mental health settings to promote student/client academic, career, college, and social-emotional development. PREREQ: Matriculation in the program.</td>
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Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 710
Course Title Counseling Research, Program Development, and Evaluation II
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examination of K-12 school counseling research culminating with the development and implementation of an action research project in schools, including design of a research project related to a proposed or existing school counseling or educational program, collection and analysis of data, and a written research article about the project suitable for publication in a professional counseling journal or for presentation at a State or national counseling conference. NOTE: Formal institutional approval is required before a research project can be implemented. PREREQ: EDG 708.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 711
Course Title Intro Counsel Theory
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Intro Counsel Theory
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 712
Course Title Prac-Counseling & Human Rel
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Prac-Counseling & Human Rel
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 715
Course Title Intro To Assess Thry
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Intro To Assess Thry
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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**Course Title**
Practicum-Assessment

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Practicum-Assessment

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits
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### Overview
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**Course Title**
Adv Voctl Cnsel Thry

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Adv Voctl Cnsel Thry

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits
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### Overview
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LEH01

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**Course Title**
Advncd Career Devel

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Advncd Career Devel

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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### Overview
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**Course Title**
Seminr Counselng 7

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Seminr Counselng 7

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDG
Catalog Number
727
Course Title
Alcholsm-Commnty Prb
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Alcholsm-Commnty Prb
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

department Consent Required

Overview
Academic Institution
LEH01
Subject area
EDG
Catalog Number
728
Course Title
Cross-Cultrl Counsel
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Cross-Cultrl Counsel
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
EDG
Catalog Number
730
Course Title
Chld Abus:Counsel&Ed
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Chld Abus:Counsel&Ed
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
EDG
Catalog Number
731
Course Title
Sexuality Counseling in Schools and Families
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Focus on sexuality ethics and the law; evidence-based, biopsychosocial, feminist, and multicultural techniques including intersectionality for all ages; comprehensive sexuality education; healthy relationships and effective marital/partnership strategies; gender, sexual orientation, and gender identity/expression; disability; teen pregnancy; consent; prevention and intervention with sexual trauma; counseling survivors and perpetrators; sex work; DSM-V disorders including sexual response cycle issues and paraphilias; and clarifying school/mental health counselor beliefs/values.PREREQ: Matriculation in the program.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 732
Course Title Crisis, Substance Misuse, and Trauma Counseling
Department(s) Counseling, Leadership, Literacy & Special Edu
Description This course examines evidence-based counseling theories, techniques, and research about crisis, substance misuse, safety, and trauma-informed practice in urban schools and families. Prevention, intervention, referrals, and counselor role are emphasized. PREREQ: Matriculation in the program.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 733
Course Title Developmental School Counseling
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examination of theories and techniques for developmental school counseling, consultation, and leadership in elementary, middle, and high school settings to facilitate academic, career, and interpersonal success for all students, with emphasis on the school counselor’s collaborative role with parents, guardians, teachers, school administrators, and clinical personnel to create, implement, and evaluate comprehensive developmental school counseling programs.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 734
Course Title Bilingual Counseling in Schools and Communities
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examination of bilingual and multilingual approaches to counseling and consultation in urban settings with linguistically and culturally diverse children, adolescents, and families in school and mental health settings. PREREQ: Matriculation in the program.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDG
Catalog Number 735
Course Title Family Counseling and School/Community Partnerships
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examination of family counseling and consultation theories with culturally diverse families in urban school and community contexts focused on the family life cycle, family assessment, ethical and legal issues, impacts of aging, crisis, health, intersectionality (racism, classism, sexism), parenting, sexuality, socioeconomics, trauma, and preventive interventions including family/ school/community partnerships. PREREQ: Matriculation in the program.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area   Catalog Number
EDG           736
Course Title
Parenting within Diverse Family Structures
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of theories and techniques of parenting using a culturally diverse family life cycle model, including how to involve parents, guardians, and other family members in the educational and emotional lives of children and youth through parenting workshops, educational programs, and brief, short-term family counseling interventions in schools and community agencies.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area   Catalog Number
EDG           738
Course Title
Brief Counseling of Children and Adolescents
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of brief counseling theories and techniques for children and adolescents. Interviewing techniques and case conceptualization with evidence-based practices and strategies to document the effectiveness of counseling interventions.PREREQ: Matriculation in the program.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area   Catalog Number
EDG           739
Course Title
College Access Counseling
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Development of college and postsecondary counseling competencies to close achievement, opportunity and attainment gaps, focusing on college readiness, access, admission, and postsecondary planning.PREREQ: Permission of program advisor.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDG
Catalog Number
743
Course Title
Internship in K-12 School Counseling I
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
First of two internships in urban school counseling and consultation. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/consultation service with students (equal amounts of individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation. PREREQ: Matriculation in the program and 36 hours of credit in school counseling, including EDG 707 and permission of the Clinical Coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
EDG
Catalog Number
744
Course Title
Internship in K-12 School Counseling II
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Second of two internships in urban school counseling and consultation. Advanced application of school counseling theories and techniques to practice in an urban K-12 school setting. Interns provide 120 hours of direct counseling/consultation service with students (equal amounts of individual counseling, group counseling, and school counseling classroom lessons), and 180 hours of indirect service (consultation, program development, implementation and evaluation of ASCA Model artifacts) in an elementary/middle or high school. Supervision is provided in class by faculty and on-site by a certified school counselor. Digital individual and group counseling and classroom lesson sessions are recorded for feedback and evaluation. PREREQ: Matriculation in the program, EDG 743, and permission of the Clinical Coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
EDG 750
Course Title
Foundations of Mental Health Counseling
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Orientation to mental health counseling; overview of the historical, philosophical, legislative, and organizational perspectives of the mental health counseling profession; professional identity, evidence-based practice, research, and the role of the clinical mental health counselor in serving culturally diverse populations emphasizing ethical and legal standards; private and public sectors and facilities; and the professional and membership organizations representing consumers and practitioners. (10 fieldwork hours required.) Pre-requisite: EDG 707.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
EDG 751
Course Title
Psychopathology in Counseling
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
In-depth overview of the signs, symptoms, etiology, and prevalence of categories of mental illness as outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V); emphasis on learning diagnostic criteria and understanding the role of biological, psychological, and social factors in maladaptive cognitions and behaviors; cultural and ethical issues, research, and limitations are discussed. Pre-requisite: EDG 707.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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</table>
Clinical Assessment and Treatment Planning in Mental Health Counseling

Department(s)
Counseling, Leadership, Literacy & Special Edu

Description
Focus on the role of assessment in mental health counseling; students learn case conceptualization, clinical intake interviews, and treatment planning. Emphasis on person-centered, strengths-based practices in treatment planning that addresses systemic factors, engages natural supports, and promotes improvements in cognitive, affective, behavioral, and physical functioning in diverse client populations. Includes the role of psychopharmacology in counseling treatment. Prerequisite: EDG 707, EDG 750 and EDG 751.

Academic Career
Graduate

Liberal Arts
No

Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
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3 | 3

Internship in Clinical Mental Health Counseling I

Course Title
Internship in Clinical Mental Health Counseling I

Department(s)
Counseling, Leadership, Literacy & Special Edu

Description
First of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State- approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, videotaped counseling sessions, and selected advanced mental health counseling topics. Prerequisite: 48 hours of graduate counseling program credits; EDG 753 and program coordinator permission.

Academic Career
Graduate

Liberal Arts
No

Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
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3 | 3
Overview
Academic Institution
LEH01
Subject area
EDG
Course Title
Internship in Clinical Mental Health Counseling II
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Second of two required supervised internships in clinical mental health counseling and consultation. Mental health counseling interns are required to provide 120 hours of direct counseling/consultation service to child/adolescent and adult clients and 180 hours of indirect collateral counseling/consultation (including staff meetings, on-site supervision, and program development) at a New York State-approved mental health counseling internship site. Students also participate in weekly, in-class group supervision devoted to evaluation of evidence-based counseling, consultation, assessment, diagnosis, treatment, advocacy and leadership skills using self-report, journals, and videotaped counseling sessions, and selected advanced mental health counseling topics. Pre-requisite: EDG 750, EDG 751, EDG 752, EDG 753 and program coordinator permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
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Overview
Academic Institution
LEH01
Subject area
EDG
Course Title
Masters Comprehensive
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Masters Comprehensive
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
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0 | 0
Overview
Academic Institution
LEH01
Subject area     Catalog Number
EDL            701
Course Title
The Principal as a School Building Leader
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of concepts, practices, and empirical research related to urban school leadership across the P-12 continuum. Emphasis on basic administrative theories of change, structure, decision making, motivation, communication, and culture as applied to urban school improvement and leadership. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area     Catalog Number
EDL            702
Course Title
Ethics in School Leadership
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of the ethical issues that P-12 principals and other school leaders commonly face in urban schools. Emphasis is on leadership strategies that embrace integrity, impartiality, honesty, respect, linguistic and cultural diversity, and a strong work ethic, as well as effecting change through ethical decision making.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDL
Catalog Number 703
Course Title Collaborative and Community-Based Leadership
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Emphasis on collaborative strategies school-building leaders can use to build consensus with teachers, school counselors and other educational staff, parents, and the community. Focus on the role of the school leader in creating programs that benefit both the school and the community. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDL
Catalog Number 704
Course Title Instructional and Curriculum Leadership
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Considers structural and professional coordination and supervision of instruction and curriculum. Topics include, but are not limited to developing an instructional vision; clinical supervision; learning theories; curriculum development and theories; instructional and assessment strategies; in-service program design and implementation; and summative and formative evaluations. Students will participate in 6 hours of leadership experiences in the field over the course of the semester. PREREQ: EDL 701 and EDL 702 and/or permission of the Program Coordinator.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
EDL
Catalog Number
705
Course Title
Technology, Planning, and Managing Resources
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Emphasis on technology planning and application to improve instruction, increase student achievement, and assist with administrative tasks such as planning and budgeting. Topics include, but are not limited to, interactive software for class scheduling, in-service programming, and enhancing instruction; database design and management; funding sources and strategies for acquiring technology and other educational resources, technology applications for students with special needs and English language learners.
Students will participate in 6 hours of leadership experiences in the field over the course of the semester. PREREQ: EDL 703 and EDL 704 and/or permission of the Program Coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area EDL
Catalog Number 707
Course Title Creating Effective and Supportive Learning Environments for All Students
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Explores the design and implementation of instructional programs targeting students with special needs, English-language learners, and at-risk students. Topics include, but are not limited to, metacognitive strategies; early assessment and intervention; I.E.P. development; applications of behavior management techniques; differentiated instruction; alternative assessment and high-stakes testing; inclusive placements; and co-teaching mod
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDL
Catalog Number 708
Course Title Research, Assessment, and Data-Driven Decision Making
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Identification, use, and interpretation of educational research to impact on school management, instruction, and student performance. Data collection methods for accountability and program evaluation. Action research methods emphasized. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required
Overview
Academic Institution
LEH01
Subject area
EDL
Catalog Number
709
Course Title
Case Studies in School Building Leadership
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
This capstone course will help students apply the various theories in leadership, decision-making, organizational structure, and motivation to solve problem-based examples related to school building leaders. Through case study problems, students will also review principles and practices emphasized on the New York State Leadership Assessments.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution
LEH01
Subject area
EDL
Catalog Number
710
Course Title
The Leadership Experience I-Building Level
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3
Overview
Academic Institution
LEH01
Subject area EDL
Course Title The Leadership Experience II-Building Level
Department(s) Counseling, Leadership, Literacy & Special Edu
Description One of two required supervised internships for School Building Leader certification. Interns are required to complete 200 hours of school-based leadership experiences at approved school sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area EDL
Course Title Leading an Effective School District
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examination of concepts, practices, and empirical research related to urban district leadership. Emphasis on basic administrative theories of change, supervision, organizational structure, decision making, motivation, communication, and culture as applied to urban district improvement and leadership. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area               Catalog Number
EDL                        713
Course Title
Shared Decision Making and Ethics for the School District Leader
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
The development and application of decisional strategies to address
administrative issues such as district operations, resource allocation,
curriculum, instruction, staffing, and district performance.
Examination of the ethical dilemmas involved in decision-making at
the district level and emphasis, through role playing and case study
analyses, on decision-making strategies that embrace integrity,
impartiality, honesty, respect, and linguistic and cultural diversity.
PREREQ: School leadership experience and/or permission of the
Program Coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area               Catalog Number
EDL                        714
Course Title
Educational Vision, Strategic Planning, and Systematic Evaluation
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of the definitions and processes inherent in creating an
educational vision, planning to implement the vision, and evaluating
progress toward achieving the vision. Emphasis on the fundamentals
of educational strategic planning, including mission, beliefs,
objectives, policies, SWOT analyses, action plans, and benchmarking.
Students will participate in 6 hours of leadership experiences in the
field over the course of the semester. PREREQ: EDL 712 and EDL 713
and/or permission of the Program Coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area 
EDL 
Catalog Number 
715
Course Title
Diversity and Educational Leadership
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Explores the role of the school district leader in the development, implementation, and supervision of special education, bilingual, and at-risk programs that are culturally and ethnically sensitive. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area 
EDL 
Catalog Number 
716
Course Title
Educational Governance, Policy, and Law
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Analysis of the ways in which political and legal powers and authority impact the structure and function of individual schools and districts. Examines the role of school district leaders in setting policy. Topics include, but are not limited to, high-stakes testing and accountability issues; pressure groups; and local school policies. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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</table>
## Course Title
- **Finance, Operations, and Human Resource Management**
- **Creating Effective Partnerships: Parents, Community Members, School Boards, and Other Key Stakeholders**

### Description
- Examines the role of the school district leader in long-range financial planning, facility development, and human resource management. Topics include, but are not limited to, financial, human, and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.

### Credits
- Minimum Units: 3
- Maximum Units: 3

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## Course Title
- **Finance, Operations, and Human Resource Management**
- **Creating Effective Partnerships: Parents, Community Members, School Boards, and Other Key Stakeholders**

### Description
- Examines the role of the school district leader in long-range financial planning, facility development, and human resource management. Topics include, but are not limited to, financial, human, and general resource allocation; budgeting and accounting procedures and legal requirements; the recruitment, training, retention, assignment, evaluation, and mentoring of personnel; purchasing procedures; building and grounds management; and benefits analysis and cost controls. Students will participate in 6 hours of leadership experiences in the field over the course of the semester.

### Credits
- Minimum Units: 3
- Maximum Units: 3
Overview
Academic Institution
LEH01
Subject area        Catalog Number
EDL                   719
Course Title
Case Studies in School District Leadership
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
This capstone course applies the principles of leadership, decision making, governance, and administration to address school district management. Principles and practices emphasized through a case-study approach on the New York State Leadership Assessments will be highlighted.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area        Catalog Number
EDL                   720
Course Title
The Leadership Experience-District-Region Level
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
This is a required supervised internship for all students pursuing the Advanced Certificate leading to School District Leader certification. Interns are required to complete 400 hours of district- or region-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling. PREREQ: Satisfactory completion of 21 credits in educational leadership and permission of the Program Coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDL
Catalog Number 721
Course Title The Leadership Experience-District Extension
Department(s) Counseling, Leadership, Literacy & Special Edu
Description This is a required supervised internship for all students pursuing the Advanced Educational Leadership/District Leader Extension Program, leading to School District Leader certification. Interns are required to complete 200 hours of district-based leadership experiences at approved internship sites. Includes seminars devoted to reflection on internship experiences through discussion, role playing, and journaling. May be repeated for a maximum of six credits.
Academic Career Graduate Liberal Arts No Permission Type No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDL
Catalog Number 801
Course Title Holistic Leadership
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Foundational course where students study organizational psychology and the many aspects of leadership theory and practice, while exploring, identifying and developing their own leadership commitment, performance and transformational practices. (Fieldwork hours required.)
Academic Career Graduate Liberal Arts No Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
EDL
Course Title
Ethical Leadership
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of complex issues confronting organizational leaders as they interact with various stakeholders. Managing conflicts of interests; implementing codes of conduct; and establishing roles of the leader in setting, maintaining and modeling ethical standards for an organization. (Fieldwork hours required.)
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
4
4

Overview
Academic Institution
LEH01
Subject area
EDL
Course Title
Communication and Team Work
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Strategies for communicating effectively as leaders of a group (small or large) and creating successful teams; identifying communication barriers; feedback mechanisms; strategic listening techniques; leading diverse teams; and effective team models. (Fieldwork hours required.)
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
EDL
Course Title
Leading for Strategic Change
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of strategic change models, processes and methods. Topics include: aligning change initiatives with vision and mission; SWOT analyses; motivating teams effectively; and creating a culture conducive to change. (Fieldwork hours required.)
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
4
4

Overview
Academic Institution
LEH01
Subject area
EDL
Course Title
Program Development and Evaluation
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Emphasis on research designs (theoretical and applied); needs assessment; data collection and analyses techniques; program development and review; grant proposals/funding; research reports; and continuous improvement through feedback loops. (Fieldwork hours required.)
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
4
4
Overview
Academic Institution
LEH01
Subject area: EDL
Catalog Number: 806
Course Title: Managing Financial Resources
Department(s): Counseling, Leadership, Literacy & Special Edu
Description:
Study of fundamental organizational fiscal management and exploration of universal financial challenges faced by non-profit organizations. Topics include fundraising; phases of successful capital campaigns; developing and managing board relations; seeking grant funding opportunities; and creating feasible and sustainable business plans. Students will learn the direct relationship between a robust financial management system and the sustainability of their organizations. (Fieldwork hours required.)
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 4
Maximum Units: 4

Overview
Academic Institution
LEH01
Subject area: EDL
Catalog Number: 807
Course Title: Leveraging Human Capital
Department(s): Counseling, Leadership, Literacy & Special Edu
Description:
Study of the challenges and opportunities of leveraging human capital. Examination of the impact diversity has on an organization and its members. Focus on strategies for conflict resolution; supporting professional/career development; legal and regulatory procedures associated with supervising staff; maximizing volunteer opportunities; and long-term strategic growth and retention. (Fieldwork hours required.)
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 4
Maximum Units: 4

Overview
Academic Institution
LEH01
Subject area: EDL
Catalog Number: 808
Course Title: Leadership Seminar I: Needs Assessment
Department(s): Counseling, Leadership, Literacy & Special Edu
Description:
In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 1
Maximum Units: 1

Overview
Academic Institution
LEH01
Subject area: EDL
Catalog Number: 809
Course Title: Leadership Seminar II: Literature Research
Department(s): Counseling, Leadership, Literacy & Special Edu
Description:
In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 1
Maximum Units: 1
Overview

Academic Institution
LEH01
Subject area
EDL
Catalog Number
810
Course Title
Leadership Seminar III: Implementation Plan
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
In consultation with a faculty advisor, students work independently on sections of their approved organizational leadership action research project.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview

Academic Institution
LEH01
Subject area
EDR
Catalog Number
529
Course Title
Language, Literacy, and Educational Technology
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Using information technology to support the teaching of literacy to students of diverse language backgrounds and abilities through the content areas. Social, legal, and ethical issues affecting the instructional use of technology. Curriculum development, current standards, inclusion of students with disabilities, and assessment.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview

Academic Institution
LEH01
Subject area
EDR
Catalog Number
605
Course Title
Professional Writing for Educators
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Critical and comparative analysis of texts; application to academic writing and editing, including research reports, grant proposals, and field studies.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area
EDR
Catalog Number
700
Course Title
Studies in the Teaching of the Language Arts Advanced Course
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Examination of language arts research (listening, speaking, reading, writing) related to classroom practices.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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### Overview
**Academic Institution:** LEH01
**Subject area:** EDR

#### Course Title
Language and Literacy Acquisition and Development Across the Lifespan

**Department(s):** Counseling, Leadership, Literacy & Special Edu
**Description:**
Examination of theories of and research on language and literacy development among various learners across the lifespan and from diverse linguistic and cultural backgrounds. (15 fieldwork hours required.)

**Pre-Req:** Permission of Coordinator

**Academic Career:** Graduate
**Liberal Arts:** No

**Permission Type:** Department Consent Required

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### Overview
**Academic Institution:** LEH01
**Subject area:** EDR

#### Course Title
Language and Literacy Acquisition and Development of Children

**Department(s):** Counseling, Leadership, Literacy & Special Edu
**Description:**
Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. 15 fieldwork hours required.

**Pre-Req:** Permission of the coordinator

**Academic Career:** Graduate
**Liberal Arts:** No

**Permission Type:** Department Consent Required

#### Credits
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### Overview
**Academic Institution:** LEH01
**Subject area:** EDR

#### Course Title
Literacy Acquisition and Development of Pre-Adolescents and Adolescents

**Department(s):** Counseling, Leadership, Literacy & Special Edu
**Description:**
Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. (15 fieldwork hours required.)

**Pre-Req:** Permission of the coordinator

**Academic Career:** Graduate
**Liberal Arts:** No

**Permission Type:** Department Consent Required

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### Overview
**Academic Institution:** LEH01
**Subject area:** EDR

#### Course Title
Second Language Literacy

**Department(s):** Counseling, Leadership, Literacy & Special Edu
**Description:**
An examination of research on literacy development in a second or foreign language and its pedagogical implications.

**Academic Career:** Graduate
**Liberal Arts:** No

**Permission Type:** Department Consent Required

#### Credits
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Overview
Academic Institution LEH01
Subject area EDR
Catalog Number 706
Course Title Professional Writing for Teacher Leaders
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examine processes for determining program effectiveness and improvement. Exploration of different forms of writing conducted by teacher leaders, including professional development plans, school curriculum improvement plans, grant proposals, community outreach documents, etc. Application of professional writing and editing through a writing workshop and implementation of a written plan in an educational context. (10 fieldwork hours required)
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDR
Catalog Number 711
Course Title Instructional Approaches for Language and Literacy Development Across the Lifespan
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Instructional approaches appropriate for language and literacy development across the lifespan based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of varies learners across the lifespan. PRE-REQ: Permission of Coordinator
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area EDR
Catalog Number 712
Course Title Instructional Approaches for Language and Literacy Development in Childhood Education
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Instructional approaches appropriate for language and literacy development in childhood education based upon current research. Examination, selection, design, and organization of culturally and linguistically relevant instructional practices, strategies, and materials for literacy development of children with varying developmental abilities during childhood education.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDR
Catalog Number 713
Course Title Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Instructional approaches appropriate for language and literacy development in middle childhood and adolescent education based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of pre-adolescents and adolescents with varying developmental abilities. Focus on teaching literacy in subject areas to meet the Common Core State Standards for English language arts and literacy. PREREQ or COREQ: EDR 703 or permission of the coordinator.
Academic Career Graduate
Liberal Arts No
Permission Type No
No Special Consent Required

Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
EDR

**Catalog Number**
716

**Course Title**
Literacy Development in Nontraditional Settings

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Theoretical and empirical foundations for designing and implementing literacy programs in nontraditional settings. Examines and analyzes theories and practices of language, learning, knowledge, and ideology. Assessment and observations under supervision are made of operating literacy programs.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
EDR

**Catalog Number**
721

**Course Title**
Assessing and Evaluating Language and Literacy Development Across the Lifespan

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Assessing, evaluating, and facilitating language and literacy development among learners of varying abilities and from diverse linguistic and cultural backgrounds across the lifespan. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case studies done under supervision. (15 fieldwork hours required.) Pre-requisite: Permission of coordinator; EDR 701 and EDR 711

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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# Assessing and Evaluating Language and Literacy Development in Childhood Education

**Description**
Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case study done under supervision. (15 fieldwork hours required.)

**Prerequisites**
PREREQ: EDR 702 and EDR 712, or permission of the coordinator.

**Academic Career**
Graduate

**Permission Type**
No Special Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area
EDR
Catalog Number
729
Course Title
Leading Change in a Digital Age
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Usage of digital applications to support curriculum, instruction, and assessment practices of teachers. Considers how to leverage digital tools to facilitate and evaluate teacher development through various models of supervision, professional learning, and design principles, along with social, legal, and ethical considerations. Development and implementation of a professional development module. (10 fieldwork hours required)
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
EDR
Catalog Number
731
Course Title
Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Assessment and evaluation of literacy development in early childhood and childhood education. Planning and implementing programs for children of varying developmental abilities and from diverse linguistic and cultural backgrounds (90 practicum hours required). Case studies done under supervision.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
6 | 6
Overview
Academic Institution
LEH01
Subject area EDR
Course Title Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Educatio
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Assessment and evaluation of literacy development in middle childhood and adolescent education. Planning and implementing programs for students of varying developmental abilities and from diverse linguistic and cultural backgrounds. (90 practicum hours required). Case studies under supervision.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area EDR
Catalog Number 750
Course Title Independent Stdy-Rdg
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Independent Stdy-Rdg
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
1 | 1

Overview
Academic Institution
LEH01
Subject area EDR
Catalog Number 751
Course Title Developing Literacy through Literature
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Emphasis on comprehensive strategies in literacy, using different genres of literature, that facilitate literacy development among various learners across the lifespan. Focus on critical thinking skills, open-ended discussion, and analysis of the range of reading and text complexities of fiction literature. Pre-requisite: Permission of coordinator.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3
Course Title
Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Childhd&Chldhd Edu

Department(s)
Counseling, Leadership, Literacy & Special Edu

Description
Emphasis on comprehensive strategies in literacy, using different genres of children's literature, that facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Focus on critical thinking skills, open-ended discussion and analysis of the range of reading and text complexities of fiction and non-fiction children's literature, aligned with the Common Core State Standards. PREREQ: Permission of the coordinator.

Academic Career
Graduate

Liberal Arts
No

Permission Type
Department Consent Required

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Course Title
Teaching Com Strategies Literacy thru Young Adult's Lit Diverse Learners Mid Childhd&Adolescent Edu

Department(s)
Counseling, Leadership, Literacy & Special Edu

Description
Emphasis on comprehensive strategies in literacy, using different genres of young adolescents' literature, to facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Focus on skills, strategies, and text complexities aligned with the Common Core State Standards. PREREQ: Permission of the coordinator.

Academic Career
Graduate

Liberal Arts
No

Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area EDR
Course Title Literature-based Literacy Programs in Nontraditional Settings
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Examination of research on literature-based literacy programs for adults within family, community, and work settings. Emphasis on programs that facilitate literacy development among adults of varying developmental ability and from diverse linguistic and cultural backgrounds.
Academic Career Graduate
Liberal Arts
No Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDR
Course Title Investigation in Reading I
Department(s) Counseling, Leadership, Literacy & Special Edu
Description In-depth examination of problems and issues related to reading and learning to read. Development of positions and issues with opportunities for oral and written defense.
Academic Career Graduate
Liberal Arts
No Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDR
Course Title Investigation in Reading II
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Design and execution of action research related to an issue in reading.
Academic Career Graduate
Liberal Arts
No Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area  EDR
Catalog Number  765
Course Title  Literacy in the Content Areas
Department(s)  Counseling, Leadership, Literacy & Special Edu
Description  This course offers educators an understanding of language and literacy processes when reading complex texts across disciplines. Focus on ways that reading, writing, speaking and listening are developed and applied in different content areas; and on instructional methods for supporting students’ literacy development across content areas informed by theory. Pre/ Co Requisites: Permission of Coordinator.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  Department Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  EDR
Catalog Number  767
Course Title  Project Seminar: Research on Literacy I and II
Department(s)  Counseling, Leadership, Literacy & Special Edu
Description  Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study. PREREQ: 18 credits in program (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator. *Students in the dual certification program must complete: EDR 702, EDR 712, EDR 722, EDS 701, EDS 709, EDS 741, and EDS 743.
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
Minimum Units  Maximum Units
3  3
Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDR  768
Course Title
Project Seminar: Research on Literacy I and II
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Formulation of a significant project related to literacy development of students with different learning difficulties or disabilities in school, home, or community settings. Definition, design, methods, and implementation of study. PREREQ: 18 credits in program (must complete EDR 702 or EDR 703; EDR 712 or EDR 713; EDR 722 or EDR 723; EDR 765; and 6 additional credits) and permission of the coordinator.
*Students in the dual certification program must complete: EDR 702, EDR 712, EDR 722, EDS 701, EDS 709, EDS 741, and EDS 743.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDR  770
Course Title
Independent Study in Reading
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Individual study under supervision.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDR  775
Course Title
Literacy Theories and Programs: Perspectives for Administrators
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Survey course of literacy theory, methods, and programs for school administrators.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDR  780
Course Title
Special Topics in Reading
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
(May be re-elected for up to 6 credits). PREREQ: Permission of the coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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## Overview

**Academic Institution**
LEH01

**Subject area**
EDR

**Catalog Number**
785

**Course Title**
Honors Seminar: Issues in Literacy

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Intensive study of major contributions in literacy theory and practice.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Catalog Number**
700

**Course Title**
Biomedical Aspects of Handicapping Conditions

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Consideration of the various medical problems that may be associated with moderate and severe handicapping conditions.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Catalog Number**
701

**Course Title**
Understanding Individuals with Disabilities

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
This introductory course studies mild, moderate, and severe disability conditions that affect individuals across the lifespan. Included are historical foundations, key legislation governing education and habilitation of individuals with disabilities, etiology and comorbidity, assistive technologies, school-based programming, parent advocacy and collaborative work with families, impact of cultural and linguistic diversity on identification and classification, and transition to independent living and provision of services across the lifespan. (15 fieldwork hours required.) PREREQ: Permission of the adviser.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Catalog Number**
702

**Course Title**
The Young Child with Special Needs

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Nature and needs of culturally and linguistically diverse young children (birth to 8 years) with a wide range of developmental delays and disability conditions. Pertinent legislation, intervention with families, developing Individualized Family Service Plans, and issues of advocacy will be studied within the context of the continuum of service delivery (home-based, center-based, and school-based interventions). (15 fieldwork hours required.)

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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</table>
### Overview

**Academic Institution**
LEH01
**Subject area**
EDS
**Course Title**
Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi
**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
This supervised practicum focuses on the use of formal and informal behavior assessment practices with culturally and linguistically diverse young children with special needs in inclusive classrooms, the development of appropriate I.F.S.P. and I.E.P. goals in relation to behavioral assessment, the application of behavioral principles of classroom management to inclusive classrooms, and the specific steps and data collection procedures needed to implement a behavior change process with young children. (45 hours Supervised Practicum Teaching: Birth-2 years and/or children 3-5 and/or children 6-8 required.) PREREQ: EDS 701 and EDS 702; COREQ: EDS 743 and permission of the adviser.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01
**Subject area**
EDS
**Course Title**
Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with
**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Curriculum and instructional practices appropriate for young children with special needs, including: curriculum standards, designing learning environments, developing effective strategies for teaching readiness and content area skills, developing social skill programs, collaborative teaching techniques, and using informal checklists in the development of appropriate IFSP./IEP goals and objectives. Emphasis will be placed on the impact of cultural and linguistic diversity on program planning and skill acquisition. Use of technology for instruction and monitoring student progress will be incorporated throughout the course. (15 hours practicum teaching required.) PREREQ: EDS 703; COREQ: EDS 705.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
705
Course Title
Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Young Children
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Focusing on the selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse young children with special needs. The development of appropriate IFSP and IEP goals, instructional objectives, and lesson plans in relation to the child’s levels of functioning and cultural and linguistic background. Also addressing the selection of instructional materials and technologies; individualization and group service delivery; collaborative teaching; training of parents as reinforcers of acquired skills; adaptive and social skill acquisition; and the evaluation of students and programs. Course requires submission of a videotaped lesson for evaluation. (45 hours Supervised Practicum Teaching: Birth-2 years and/or children 3-5 and/or children 6-8 required.) PREREQ: EDS 703; COREQ: EDS 704.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
707
Course Title
The Childhood Student with Disabilities
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Nature and needs of culturally and linguistically diverse childhood students (6 to 12 years of age) with a wide range of developmental delays and disability conditions. Pertinent legislation, intervention with families, developing Individualized Education Programs and issues of advocacy will be studied within the context of the continuum of service delivery (inclusive, collaborative, and specialized settings). (15 fieldwork hours required.)
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
708
Course Title
Practicum Behavioral Asses. & Mgmt of Cult. & Linguistically Diverse Childhd Students w/Disabilities
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Focusing on the use of formal and informal behavior assessment practices with culturally and linguistically diverse childhood students with disabilities in inclusive classrooms; the development of appropriate I.E.P. goals in relation to behavioral assessment; the application of behavioral principles of classroom management to inclusive classrooms; and specific steps and data collection procedures to implement a behavior change process with childhood students with disabilities. (45 hours Supervised Practicum Teaching required)PREREQ: EDS 707, COREQ: EDS 743
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDS
709
Course Title
Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Curriculum and instructional practices for use with childhood students with disabilities, including: curriculum standards; designing appropriate learning programs and environments; developing strategies for teaching content area skills; developing social skills programs; collaborative teaching techniques; and the use of informal checklists in the development of I.E.P.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDS
710
Course Title
Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse childhood students with disabilities in inclusive settings. The development of I.E.P. goals, instructional objectives, and lesson plans in relation to the child's level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; parent training; adaptive and social skills acquisition; and the evaluation of students and programs will be addressed. Course requires submission of a videotaped lesson for evaluation. (45 hours Supervised Practicum Teaching: Grades 3-4 and 4-5 required.)PREREQ: EDS 708; COREQ: EDS 709.
Academic Career
Graduate
Liberal Arts
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Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDS 711
Course Title
Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Selection, adaptation, design, and modification of a test battery for culturally and linguistically diverse childhood students with disabilities. Students will assess children; write evaluation reports; discuss implications of findings; and make appropriate educational recommendations on the basis of test data, observational data, and ecological data. The development of appropriate I.E.P. goals, instructional objectives, and lesson plans in relation to the child's levels of functioning will be emphasized in the course. (45 hours Supervised Practicum Teaching: Grades 3-4 and Grades 5-6 required.) PREREQ: EDS 710; COREQ: EDS 741.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDS 712
Course Title
The Adolescent with Disabilities
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Nature and needs of culturally and linguistically diverse individuals with a wide range and degree of disability conditions, exploring the development lifespan, with a focus on adolescence. Pertinent legislation, intervention with families, developing IEP's and ITP's, postsecondary training opportunities, and issues of advocacy will be studied in the context of the continuum of service delivery across inclusive, collaborative, and specialized settings. (15 fieldwork hours required.) PREREQ: permission of the adviser.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required
Overview
Academic Institution
LEH01
Subject area EDS
Catalog Number 713
Course Title Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Adolescents
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Use of formal and informal behavior assessment practices with culturally and linguistically diverse adolescents with disabilities in inclusive classrooms; the development of appropriate I.E.P. goals in relation to behavioral assessment; the application of behavioral principles of classroom management to inclusive classrooms; the individualized application of self-management strategies.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDS
Catalog Number 714
Course Title Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Curriculum and instructional practices for use with adolescent students with disabilities, including: curriculum standards, designing appropriate learning programs and environments, developing effective strategies for teaching content area skills, developing social skills programs, collaborative teaching techniques, and use of informal checklists in the development of appropriate IEP goals and objectives. Emphasis will be placed on collaboration in the use of research-validated methods of effective instruction for culturally and linguistically diverse adolescents with disabilities across the curriculum. Use of technology for instruction and for collaboratively monitoring student progress will be incorporated throughout the course. (15 hours practicum teaching hours at the developmental level of study required.) PREREQ: EDS 712 and permission of the adviser. COREQ: EDS 716.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Course Title: Research in Special Education
Department(s): Counseling, Leadership, Literacy & Special Edu
Description: This course is an introduction to research and will enable students to read, critique, and review professional research. Students will learn about research design, descriptive statistics, quantitative and qualitative research methods, and the use of technology in research. PREREQ: EDS 712, EDS 743, EDS 741, EDS 714, EDS 716, and permission of the adviser. (15 fieldwork hours required.)

Credits

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Course Title: Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Adolescents w/disabilities
Department(s): Counseling, Leadership, Literacy & Special Edu
Description: Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse adolescents in inclusive settings. The development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the adolescent’s level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; adaptive and social skill acquisition; and the evaluation of adolescents and programs will be addressed. (30 hours Supervised Practicum Teaching: Grades 7-9 and Grades 10-12.) PREREQ: EDS 712 and permission of the adviser. COREQ: EDS 714.

Credits

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Overview

Academic Institution
LEH01

Subject area
EDS

Course Title
Practicum in Assessment of Culturally and Linguistically Diverse Adolescents with Disabilities in In

Department(s)
Counseling, Leadership, Literacy & Special Edu

Description
Selection, adaptation, design, and modification of a test battery for culturally and linguistically diverse adolescents with disabilities. The development of appropriate I.E.P. goals, instructional objectives, and lesson plans in relation to the adolescent's levels of functioning will also be addressed. (45 hours Supervised Practicum Teaching: Grades 9-10 and Grades 11-12.)

Academic Career
Graduate

Liberal Arts
No

Permission Type
Department Consent Required

Credits

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Overview

Academic Institution
LEH01

Subject area
EDS

Course Title
Culminating Master's Project

Department(s)
Counseling, Leadership, Literacy & Special Edu

Description
A case study of a culturally and linguistically diverse learner with mild to moderate learning and behavior problems in an inclusive classroom setting from the social, educational, and psychological perspectives. Master's candidates, using print and electronic sources, will be required to review pertinent literature, research methodology, and teaching techniques in order to design and implement a specialized instructional program under supervision and to evaluate outcomes. Students will explore disseminating their case-study findings via journals, electronic sources, conferences, etc. A videotaped lesson of this specialized instructional program integrated within an inclusive classroom must be submitted for evaluation to satisfy one of the requirements for this course. (45 hours Supervised Practicum Teaching at appropriate developmental level required.)

PREREQ: EDS 706, or EDS 711 or EDS 717; COREQ: EDS 715.

Academic Career
Graduate

Liberal Arts
No

Permission Type
Department Consent Required

Credits

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<td>Subject area</td>
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<tr>
<td>EDS</td>
<td>719</td>
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<tr>
<td><strong>Course Title</strong></td>
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<tr>
<td>Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings</td>
<td>Student Teaching Seminar</td>
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<td><strong>Department(s)</strong></td>
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<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
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<tr>
<td><strong>Description</strong></td>
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<tr>
<td>Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in collaborative and/or specialized educational settings. (90 Hours Supervised Practicum Teaching at the developmental level of study required.)</td>
<td>Seminar supporting the analysis, discussion, and reflection on the student teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in inclusive and/or specialized educational settings. Required state certification student teaching assessments supported through the seminar. This is a credit-bearing course that will use a Pass/No Pass grading basis. Corequisite: EDS 719</td>
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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
722
Course Title
Teaching Students with Severe Disabilities
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Teaching diverse learners with severe disabilities in specialized settings across the lifespan (day treatment centers, residential schools/care facilities, and hospitals) and includes the nature and needs of individuals with severe cognitive, behavioral, and/or physical disabilities, etiologies, comorbidity with other disorders, self-care, and adaptive skills curricula, medical and physical management issues, and community-based transition programming.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
723
Course Title
Collaborative Approaches to Teaching Individuals with Severe Disabilities Across the Lifespan
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
An examination of the collaborative teaching relationships between special educators and general educators, paraprofessionals/teaching assistants, parents, and service providers (speech therapists, occupational therapists, physical therapists, counselors, physicians, and nurse practitioners), and workplace supervisors. Focus on teaching responsibilities, modification of curricula, and teaching for transition to employment and independent living. PREREQ: EDS 722.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
724
Course Title
Practicum in Teaching Diverse Learners with Severe Disabilities in Specialized Settings
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Supervised practicum in the teaching of diverse learners with severe disabilities in specialized settings. Focus on teaching daily life skills to individuals with severe cognitive, behavioral, and physical disabilities in specialized settings, including providing individualized instruction in day treatment centers, residential schools/care facilities, and hospitals. (45 hours Supervised Practicum Teaching at the develop
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
725
Course Title
Nature and Needs of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclu
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
An in-depth study of the nature and needs of gifted and talented culturally and linguistically diverse children and adolescents in inclusive and gifted classrooms. History, models, and theories of gifted education, characteristics of the gifted and talented, identification and prevalence, comorbidity with disabilities, factors that enhance or inhibit gifted development, and national and State standards. 10 hours of observation of inclusive and gifted classes and/or agency programs at the developmental level corresponding to the teaching certificate held. PREREQ: New York State Teaching Certificate or Reciprocal State Teaching Certificate.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Catalog Number**
726

**Course Title**
Assessment of Culturally and Linguistically Diverse Gifted and Talented K-12 Students in Inclusive a

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Formal and informal assessment of culturally and linguistically diverse gifted and talented students in inclusive and gifted classes. Tools and methods for identifying and assessing gifted and talented students. 15 hours of fieldwork in assessment of gifted learners.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Catalog Number**
727

**Course Title**
Best Practices for Teaching Culturally and Linguistically Diverse Gifted and Talented

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Established best practices in the instruction of culturally and linguistically diverse gifted and talented K-12 students in inclusive and gifted classes including models of enrichment, acceleration, differentiated instruction, and technology applications. Modify and adapt curricula to challenge and assist gifted students in learning to their highest levels of achievement within the framework of national and state standards. 15 hours of fieldwork in direct instruction of gifted and talented students at the developmental level corresponding to the teaching certificate held. PREREQ: EDS 726 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area EDS
Catalog Number 728
Course Title Culturally and Linguistically Diverse Gifted and Talented K-12 Students in the Home
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Collaboration with school staff, families, and the community to provide appropriate instruction and leisure activities for culturally and linguistically diverse gifted and talented students. 10 hours of fieldwork in consultation and collaboration with educators, families and community agencies. PREREQ: EDS 727 and New York State Teaching Certificate or Reciprocal State Teaching Certificate.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

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</table>
### Nature and Needs of the Handicapped

**Course Title:** Nature and Needs of the Handicapped  
**Department(s):** Counseling, Leadership, Literacy & Special Edu  
**Description:** Survey of the social and educational problems of all types of children with handicapping conditions, including sensory impairment. Content will include children's cognitive, social, and emotional problems, and the medical and psychological bases for appropriate education and care.

**Academic Career:**  
- **Graduate**  
- **Liberal Arts**  
- **No**  
- **Permission Type:** No Special Consent Required

**Credits**  
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### Psycho-educational Evaluation of Children with Learning Problems

**Course Title:** Psycho-educational Evaluation of Children with Learning Problems  
**Department(s):** Counseling, Leadership, Literacy & Special Edu  
**Description:** Theoretical bases of testing and techniques underlying psycho-educational evaluation of children with learning and behavior problems. Issues of standardized, informal, observational, computer-based, curriculum, and portfolio assessment will be addressed. Special attention will be placed on the impact of culture, language, and gender on testing. In a practicum setting, students will administer tests and score, interpret, and share results with parents, teachers, and other professionals. Issues of advocacy and self-advocacy will be addressed. (15 hours practicum at the developmental level of study required)  
**PREREQ:** EDS 712 and permission of the adviser.

**Academic Career:**  
- **Graduate**  
- **Liberal Arts**  
- **No**  
- **Permission Type:** Department Consent Required

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### Overview

**Academic Institution**  
LEH01

**Subject area**  
EDS

**Catalog Number**  
742

**Course Title**  
Advanced Psycho-educational Assessment

**Department(s)**  
Counseling, Leadership, Literacy & Special Edu

**Description**  
Analysis of major issues involved in the educational assessment of culturally and linguistically diverse populations, particularly in urban settings. Course content will emphasize curriculum-based assessment, design of nonstandardized assessment instruments, and the review of pertinent research findings.

**Academic Career**  
Graduate

**Liberal Arts**  
No

**Permission Type**  
No Special Consent Required

#### Credits

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### Overview

**Academic Institution**  
LEH01

**Subject area**  
EDS

**Catalog Number**  
743

**Course Title**  
Behavioral Assessment, Management, and Change

**Department(s)**  
Counseling, Leadership, Literacy & Special Edu

**Description**  
The study of theories and techniques for managing the behavior of students with disabilities and for promoting development of positive social interaction skills. Specific applications of a variety of techniques for behavior management across home, school, and community settings with an emphasis on collaboration. **PREREQ:** EDS 712 and permission of the adviser. (15 fieldwork hours required.)

**Academic Career**  
Graduate

**Liberal Arts**  
No

**Permission Type**  
Department Consent Required

#### Credits

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Lehman College

Overview
Academic Institution
LEH01
Subject area EDS
Catalog Number 744
Course Title Visual Arts for Children with Learning Problems
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Workshop course using art, media, and material; readings; and discussions related to the artistic development of the child with learning problems. Art activities will be derived from the following developmental areas: organizing (preplanning, sequencing, and ordering); body awareness; form and spatial awareness. All workshop activities incorporate visual, kinesthetic, haptic, and audio components to achieve intersensory growth and internalization of the learning experience. PREREQ: Permission of the coordinator.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area EDS
Catalog Number 745
Course Title Curriculum, Instruction, and Management of Infants and Toddlers with Special Needs - A Practicum
Department(s) Counseling, Leadership, Literacy & Special Edu
Description A guided experience of teaching infants and toddlers with handicaps in a variety of settings. PRE- or COREQ: *EDS 746 and permission of the coordinator.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required
Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
746
Course Title
Diagnostic Study and Habilitation of Infants and Toddlers with Special Needs
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Theoretical bases and techniques underlying diagnostic evaluation of singly- and multiply-impaired infants and of toddlers with multiple impairments from birth to three years of age. Diagnostic-prescriptive psycho-educational principles for fostering positive development. The objective of the course is to enable the student to determine the developmental requirements of infants and toddlers with physical, psychological, neurological, and learning impairments and to discover strategies for the infants’ habilitation. PREREQ: EDS 730 and permission of the coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
747
Course Title
Diagnostic Study and Special Education of Older Preschool Children with Special Needs
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Theoretical bases and techniques underlying diagnostic evaluation of preschoolers with single and multiple-impairments from 3 to 6 years of age. Diagnostic-prescriptive psycho-educational principles for fostering positive development. The objective of the course is to enable the student to determine the developmental requirements of older preschool children with physical, psychological, neurological, and learning impairments and to discover strategies for their special education and habilitation. PREREQ: 18 credits in special education and "EDS 746, or approval of the coordinator.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
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Credits
Minimum Units | Maximum Units
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3 | 3

Lehman College
### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Course Title**
The Adolescent with Developmental Learning Problems

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
The effects of unremediated learning problems on the adolescent's attempts to master curriculum. Compensatory adaptations; secondary emotional problems. Diagnostic-prescriptive program for remediation of cognitive and affective disturbances.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Course Title**
Movement for Children with Learning Problems

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Integration of cognitive and affective abilities of the child with developmental learning problems through psychomotor/dance training. Designed to provide the student with competency to use psychomotor methods to permit the child access to improved learning of perceptual, linguistic, and academic skills.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area EDS
Catalog Number 750
Course Title Study of the Mentally Retarded and the Multiple-Handicapped Individual
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Study of current research, efficacy of past and present practices, knowledge of specialized terminology and theories, related services, and disciplines enabling teachers to become full participants in transdisciplinary terms. Site visits are planned to a variety of placements.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area EDS
Catalog Number 751
Course Title Curriculum and Methodology for Retarded and Multiple-Handicapped Children
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Synthesizing assessment information to develop an individualized educational plan for individuals who are retarded and/or have multiple handicaps. Knowledge of various curricular missions, strategies and methodologies, techniques, and materials. Understanding use and care of prostheses and other equipment to facilitate learning. Evaluating instructional objectives, methodology, and child-management procedures.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
752
Course Title
Development of Functional Literacy Skills in Individuals with Mental Retardation
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Identification, analysis, and remediation of literacy disorders of children who are mildly retarded. Emphasis on communication skills of reading and writing, although those of listening and speaking will be included. For individuals who are moderately retarded, literacy skills contained within activities of daily living will be stressed.
Academic Career
Graduate
Liberal Arts
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Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDS  754
Course Title
Individuals with Handicaps: Vocational Environments
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Developing awareness in special educators of the importance of meeting the total life career development needs of most individuals who are handicapped. The various vocational environments and agencies that accommodate individuals with handicaps are explored. The relevance of personal and social functioning is emphasized in relation to job success. The need to adopt the principle of normalization in vocational services is stressed, along with understanding
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDS  755
Course Title
The Special Child in the Home, School, and Community: Strategies for Adaptation
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Emphasizes the socio-ecological approach to educating the child with handicaps. This approach views behavior as a function of the relationship between the child and the environment. The course is designed to provide educators and parents with strategies to enhance the home, school, and community networks.
Academic Career
Graduate
Liberal Arts
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Permission Type
No Special Consent Required
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<td>Specialized Techniques for Teaching the Person with Emotional Handicaps</td>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
<td>Investigation and field-based application of specialized behavioral techniques for teaching the emotionally handicapped learner. Behavioral techniques, humanistic approaches, and interfacing with other professionals will be explored.</td>
<td>Graduate</td>
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<td>No Special Consent Required</td>
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<tr>
<td>Transdisciplinary Approaches and the Person with Handicaps</td>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
<td>Investigation and conceptualization of the roles and responsibilities of the members of the transdisciplinary teams as they relate to service delivery for individuals with handicaps in a variety of settings, including residential, day-treatment, hospital, and others. Site visits to a variety of placements will be required.</td>
<td>Graduate</td>
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<td>No Special Consent Required</td>
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<tr>
<td>Practicum: Teaching the Individual with Multiple Handicaps</td>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
<td>A guided experience of teaching children and adults with handicaps in a variety of settings. PREREQ: Permission of the coordinator.</td>
<td>Graduate</td>
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<td>No Special Consent Required</td>
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<tr>
<td>Curriculum, Instruction, and Management of Older Preschool Children with Special Needs- A Practicum</td>
<td>Counseling, Leadership, Literacy &amp; Special Edu</td>
<td>A guided experience of teaching preschoolers with handicaps in a variety of settings. PREREQ: EDS 747 and permission of the coordinator.</td>
<td>Graduate</td>
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### Study of the Person with Learning Disabilities

**Course Title:** Study of the Person with Learning Disabilities  
**Department(s):** Counseling, Leadership, Literacy & Special Edu  
**Description:** Study of the theory of specific learning disability. Examination of psychological, neurological, and linguistic theories of language and learning. Emphasis on the behavioral characteristics of individuals with specific disabilities, and general implications for instruction.  
**Academic Career:** Graduate  
**Liberal Arts:** No  
**Permission Type:** No Special Consent Required  
**Credits:**  
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### Curriculum Planning in Learning Disabilities

**Course Title:** Curriculum Planning in Learning Disabilities  
**Department(s):** Counseling, Leadership, Literacy & Special Edu  
**Description:** Examination of basic concepts in curriculum design and their implications for selection and/or modification of curricula for individuals with specific learning disabilities in classroom and clinical settings.  
**Academic Career:** Graduate  
**Liberal Arts:** No  
**Permission Type:** No Special Consent Required  
**Credits:**  
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### Practicum in Remediation of Specific Disabilities

**Course Title:** Practicum in Remediation of Specific Disabilities  
**Department(s):** Counseling, Leadership, Literacy & Special Edu  
**Description:** (May be reelected to 6 credits.) Supervised practicum in the identification, analysis, and remediation of specific learning disabilities.  
**Academic Career:** Graduate  
**Liberal Arts:** No  
**Permission Type:** No Special Consent Required  
**Credits:**  
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### Seminar in Current Issues and Problems in Special Education

**Course Title:** Seminar in Current Issues and Problems in Special Education  
**Department(s):** Counseling, Leadership, Literacy & Special Edu  
**Description:** The critical analysis and in-depth study of current issues and problems in Special Education. Topics covered will be relevant to the education of the child with special needs and will include issues such as funding, legislation, litigation, labeling, mainstreaming, and teacher attitudes.  
**Academic Career:** Graduate  
**Liberal Arts:** No  
**Permission Type:** No Special Consent Required  
**Credits:**  
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### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Course Title**
Practicum in the Assessment of Specific Learning Disabilities

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
(May be re-elected to 6 credits.) Supervised practicum in the remediation of specific learning disabilities.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

#### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Course Title**
Program Planning for Special Education

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
Analysis of factors affecting the design and implementation of special education programs for schools and/or alternative settings such as foster homes, group homes, intermediate facilities, and regional centers. Program design and implementation under supervision.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

#### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Course Title**
Practicum in Remediation of Specific Learning Disabilities

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
(May be repeated to a maximum of 6 credits.) Supervised practicum in the remediation of specific disabilities.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

#### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDS

**Course Title**
Practicum in the Assessment of Specific Learning Disabilities

**Department(s)**
Counseling, Leadership, Literacy & Special Edu

**Description**
(May be repeated to a maximum of 6 credits.) Supervised practicum in the assessment of specific learning disabilities.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

#### Credits

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</table>
Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
770
Course Title
Study of the Person with Emotional Handicaps
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Study of the characteristics, development, and behaviors of the emotionally handicapped. Emphasis on implications for management and education.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
771
Course Title
Planning Curricula for the Person with Emotional Handicaps
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Techniques for analyzing the strengths and weaknesses of individual students with emotional handicaps. Practice in selecting goals to be sought in working with the student, in determining strategies for teaching, and in designing appropriate materials for use in working toward these goals.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
772
Course Title
Practicum in Teaching the Person with Emotional Handicaps
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Supervised practicum in teaching the emotionally handicapped.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
6
Maximum Units
6

Overview
Academic Institution
LEH01
Subject area
EDS
Catalog Number
780
Course Title
Adolescent Development
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
An introductory, required course in the Dual Certification Masters Program in Adolescent Special Education and Social Studies Education. Theory and research on adolescent growth and development, cognition, personality, and psycho-social development. Prerequisite: Permission of Coordinator/Advisor
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area EDS
Course Title Instructional Practices for Adolescent Students with Moderate/Severe Disabilities
Department(s) Counseling, Leadership, Literacy & Special Edu
Description This course covers curriculum and instructional practices for use with adolescent students with moderate/severe disabilities, including standards-based and research validated methods of instruction in the core content areas of communication development, functional academics and life adjustment skills, as well as the impact of cultural and linguistic diversity on learning, transitional planning, and collaboration with families. Additional topics will include the selection of appropriate technology, best instructional practices in inclusive and non-inclusive settings, the development of social skills programs, and the development of appropriate IEP goals and objectives. Additionally, collaboration with schools and community agencies will be discussed. PREREQ: EDS 712 – The Adolescent with Disabilities
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDS
Course Title Practicum-Instructional Prctcs for Adlsnt Stdnts w/Moderate/Severe Disabilities-Specialized Settings
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Selection, adaptation, design, modification, and evaluation of curriculum and instruction for culturally and linguistically diverse adolescents with disabilities in specialized settings. Topics include: development of appropriate IEP goals, instructional objectives, and lesson plans in relation to the adolescent's level of functioning and cultural and linguistic background; selection of appropriate instructional materials and technologies; whole class, small group, and individualized teaching; collaborative teaching; adaptive and social skill acquisition; and the evaluation of adolescents and programs.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
**Overview**  
**Academic Institution**  
LEH01  
**Subject area**  
EDS  
**Catalog Number**  
790  
**Course Title**  
Independent Study in Special Education  
**Department(s)**  
Counseling, Leadership, Literacy & Special Edu  
**Description**  
Individual study, under supervision. (Variable credit course that may be repeated for a maximum of 6 credits). PREREQ: 18 credits completed in Special Education and permission of coordinator.  
**Academic Career**  
Graduate  
**Permit Arts**  
No  
**Permission Type**  
Department Consent Required  

**Credits**  
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**Overview**  
**Academic Institution**  
LEH01  
**Subject area**  
ESS  
**Catalog Number**  
500  
**Course Title**  
Reading and Writing Connections  
**Department(s)**  
Counseling, Leadership, Literacy & Special Edu  
**Description**  
An introduction to reading and writing development of culturally and linguistically diverse adolescents. Exploration of the ways in which reading and writing interact. Study of online approaches to facilitate strategic reading of a variety of texts.  
**Academic Career**  
Graduate  
**Liberal Arts**  
No  
**Permission Type**  
No Special Consent Required  

**Credits**  
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**Overview**  
**Academic Institution**  
LEH01  
**Subject area**  
ESS  
**Catalog Number**  
501  
**Course Title**  
Writing and Reading in the Content Areas  
**Department(s)**  
Counseling, Leadership, Literacy & Special Edu  
**Description**  
Development and critique of curriculum units to advance familiarity and comfort with a variety of texts and written forms that build academic skills in secondary school social studies, science, mathematics, and literature classrooms. Emphasis is on written, oral, and visual strategies to promote comprehension, reflection, and support for the academic development of culturally and linguistically diverse adolescents.  
**Academic Career**  
Graduate  
**Liberal Arts**  
No  
**Permission Type**  
No Special Consent Required  

**Credits**  
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**Overview**  
**Academic Institution**  
LEH01  
**Subject area**  
ESS  
**Catalog Number**  
671  
**Course Title**  
Family Development  
**Department(s)**  
Counseling, Leadership, Literacy & Special Edu  
**Description**  
(See description under FCS (ESS) 671.)  
**Academic Career**  
Graduate  
**Liberal Arts**  
No  
**Permission Type**  
No Special Consent Required  

**Credits**  
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Overview

Academic Institution
LEH01
Subject area ESS
Course Title Project Seminar I
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Formulation by each student of a significant project related to a special field in education: definition, design, and method for carrying out the project; recapitulation of relevant material; and completion of an outline. Students will work individually, or in small groups, with an instructor.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area ESS
Course Title Project Seminar II
Department(s) Counseling, Leadership, Literacy & Special Edu
Description Completion of the project undertaken in ESS 705, including a written report on the research or curriculum development carried out, the results of the work, the bases for evaluating the results, and the author’s recommendations to others interested in the subject.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area ESS
Course Title The Dynamics of Working with Groups
Department(s) Counseling, Leadership, Literacy & Special Edu
Description An investigation of theories and research in the area of classroom group dynamics. Study of group development and classroom behavior. Supervised experience in conducting classroom group discussions, guided observation of large and small groups in action, and directed reading in the literature of classroom group behavior.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area ESS
Course Title Comparative Analysis of English and Spanish I and II
Department(s) Counseling, Leadership, Literacy & Special Edu
Description A descriptive study of American English and Spanish, based on current usage. A systematic outline of the sound system, the language patterns, and the vocabulary of both languages. II. Comparison and contrast of the linguistic features of both languages.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
ESS  767
Course Title
Comparative Analysis of English and Spanish I and II
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
A descriptive study of American English and Spanish, based on current usage. A systematic outline of the sound system, the language patterns, and the vocabulary of both languages. II. Comparison and contrast of the linguistic features of both languages.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
ESS  771
Course Title
Mental Hygiene
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Current problems in mental hygiene of the child. Mental hygiene factors in the nursery school and kindergarten, preschool, middle school, later childhood, and adolescent periods.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
ESS  782
Course Title
The Slow Learner
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
The organization of appropriate programs and curricula and the techniques of instruction for the slow learner in elementary and secondary schools.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area  Catalog Number
ESS  783
Course Title
Education of the Gifted
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Analysis of the nature and development of gifted children and of educational provisions indicated for them in modern theory and practice. Workshop, research, and case-study procedures stressed.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area C Catalog Number
ESS 785
Course Title
Microcomputers in Specialized Educational Services
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
This course provides a comprehensive overview of computer applications in the areas of counseling and guidance, family and consumer studies, reading, and Special Education. Use of computers to deliver specialized educational services to students across a broad range of ages and instructional needs will be emphasized.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area C Catalog Number
ESS 789
Course Title
Workshops in Curriculum Design
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
(May be reelected for credit, with graduate adviser's permission, when the topic changes.) Theoretical and practical approaches to design of curricula. NOTE: Curriculum areas will be announced each semester.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units 1
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area C Catalog Number
ESS 790
Course Title
Workshops in Curriculum Materials Development
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
(May be reelected for credit, with Graduate Adviser's permission, when the topic changes.) Selection and development of instructional materials. NOTE: Curriculum areas are announced each semester.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units 1
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area C Catalog Number
ESS 793
Course Title
The Mass Media in Education
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Techniques for planning, selecting, using, and evaluating the mass media in light of research findings, curriculum objectives, and the needs of students.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
ESS
Catalog Number
794
Course Title
Technological Resources for Teaching and Learning
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
Techniques for planning, selecting, using, and evaluating technological systems and aids for learning and teaching. These will be examined in light of research findings, curriculum objectives, and the needs of students. Programmed materials and associated equipment: projectors, recordings, closed-circuit television, video and kinescope recording, automated record keeping, and measurement devices.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
ESS
Catalog Number
795
Course Title
Audiovisual Instruction for the Classroom Teacher
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
The contribution of audiovisual instructional media (including slides, filmstrips, films, records, computers, and radio and television) to learning. Research equipment, materials, and methods of use for effective teaching and maximal learning. The selection, preparation, creation, and use of audiovisual materials to enrich the learning situation.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
FCS
Catalog Number
503
Course Title
Current Problems in Family and Consumer Studies
Department(s)
Counseling, Leadership, Literacy & Special Edu
Description
(Open to all graduate students. May be reelected by F.C.S. matriculants up to a maximum of 9 credits with a change in topic.)Topics will be announced before the start of each semester.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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</table>
Early Childhood & Childhood Edu Department

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

Applicants for this degree include:

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

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

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

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

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

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

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

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

#### Simple Requisites

**Certificate Requirements - Admission Requirements**

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- A bachelor's degree (or its equivalent) from an accredited college or university.
- An undergraduate or master's degree index of at least 3.0.
- New York State early childhood or childhood teacher certification grades Birth to grade 6.
- One (1) letter of recommendation.
- Demonstrate proficiency in English and in the home language other than English by completing an interview and career essays in both languages.
- Have successfully completed a course in multicultural perspectives (at least 3 credits). Candidates may take ESC769 Latinos in U.S. Schools or another course selected in consultation with the adviser to meet this requirement.
- Meet additional Department, College, and State requirements, if any.

**Advanced Certificate Requirements - Overall**

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- Earn a minimum Grade of B
- Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.

**Sequence 1**

- For Sequence 1, possess New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level.

**Sequence 2**

- For Sequence 2, possess New York State certification in teaching children with disabilities at the early childhood or childhood level.

**Sequence 3**

- For Sequence 3, possess New York State certification in middle childhood education, adolescence education, or literacy grades 5-12 at the middle childhood or adolescence education level.

**Sequence 4**

- For Sequence 4, possess New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

**Advanced Certificate Requirements - Overall**

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- Earn at least 12 credits

**Sequence 1**

- For candidates seeking a bilingual extension to New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level.

**Sequence 2**

- For candidates seeking a bilingual extension to New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level.

**Certificate Requirements - Required Courses**

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Complete ALL of the following Courses:

- EDC709 - Multilingualism in the Classroom, Birth to Grade 6
- OR EDE709 - Multilingualism in the Classroom Birth to Grade 6
- EDC727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- OR ED7277 - Teaching English as a New Language, Grades 1-6
## Advanced Certificate Requirements - Sequence 1

**Type**: Completion Requirement

Bilingual Extension: Early Childhood/Childhood General Education

Complete ALL of the following Courses:

- EB701 - Issues in Bilingualism
- EDE727 - Teaching English as a New Language, Grades 1 to 6
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6

## Advanced Certificate Requirements - Sequence 2

**Type**: Completion Requirement

Bilingual Extension: Early Childhood/Childhood Special Education

Complete ALL of the following Courses:

- EB701 - Issues in Bilingualism
- EDE727 - Teaching English as a New Language, Grades 1 to 6
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob

## Advanced Certificate Requirements - Sequence 3

**Type**: Completion Requirement

Bilingual Extension: Middle and High School General Education

Complete ALL of the following Courses:

- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC761 - Teaching English as a New Language, Grades 5-12

## Advanced Certificate Requirements - Sequence 4

**Type**: Completion Requirement

For candidates seeking a bilingual extension to New York State certification in middle childhood education, adolescence education, or Literacy grades 5-12 at the middle childhood or adolescence education level.

Complete ALL of the following Courses:

- EBS701 - Issues in Bilingualism
- EDE727 - Teaching English as a New Language, Grades 1 to 6
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob

State certification in teaching children with disabilities at the early childhood or childhood level.

## Additional Comments:

Sequence 3

- Earn at least 12 credits

Sequence 4

- Earn at least 15 credits

For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.

State certification in teaching children with disabilities at the early childhood or childhood level.

Additional Comments:
### Bilingual Extension: Middle and High School Special Education

Complete ALL of the following Courses:

- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC763 - Teaching Secondary Bilingual Language Arts and Content Literacy
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob

### Requirements

#### Simple Requisites

**Major Requirements - Admission Requirements**

- A bachelor's degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An essay outlining career goals (500 words).
- An interview might be scheduled upon faculty request.
- Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.

**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 graduate work.
Fulfill ALL of the following requirements:

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

Earn at least 39 credits
- Complete 39-42 credits of prescribed coursework.

Submit Professional Portfolio.

Complete and Submit a Satisfactory Culminating Project.

Apply for Initial or Professional Certification.

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements - Overall</td>
<td>To Qualify for the M.S.Ed. Degree in Early Childhood Education (Birth-Grade 2)</td>
</tr>
<tr>
<td></td>
<td>Fulfill ALL of the following requirements:</td>
</tr>
<tr>
<td></td>
<td>Submit scores on the edTPA, Educating ALL Students Test (EAS), and Revised Content Specialty Tests (CST).</td>
</tr>
<tr>
<td></td>
<td>Earn at least 39 credits</td>
</tr>
<tr>
<td></td>
<td>- Complete 39-42 credits of prescribed coursework.</td>
</tr>
<tr>
<td></td>
<td>Submit Professional Portfolio.</td>
</tr>
<tr>
<td></td>
<td>Complete and Submit a Satisfactory Culminating Project.</td>
</tr>
<tr>
<td></td>
<td>Apply for Initial or Professional Certification.</td>
</tr>
<tr>
<td>Additional Comments:</td>
<td>Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program. All students will complete the curriculum corresponding to one of the sequences below: 36-39 credits (Sequence 1); 42 credits (Sequence 3); 30 credits (Sequence 5). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education.</td>
</tr>
</tbody>
</table>

Major Requirements - Core Requirements/Curriculum: Sequence 1

**Type**
- Completion Requirement

M.S.Ed. in Early Childhood for Students who already possess New York State Certification.

Fulfill ALL of the following requirements:

**Foundations**
- EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS702 - The Young Child with Special Needs
- EBS701 - Issues in Bilingualism
  OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

**Methods Courses**
- EDC713 - Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6
- EDC714 - Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

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.

Major Requirements - Core Requirements/Curriculum: Sequence 1

**Type**
- Completion Requirement

M.S.Ed. in Early Childhood for Students who already possess New York State Certification.

Fulfill ALL of the following requirements:

**Foundations**
- EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS702 - The Young Child with Special Needs
- EBS701 - Issues in Bilingualism
  OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

**Methods Courses**
- EDC713 - Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6
- EDC714 - Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

To Qualify for the M.S.Ed. Degree in Early Childhood Education (Birth-Grade 2)

Fulfill ALL of the following requirements:

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

Earn at least 39 credits
- Complete 39-42 credits of prescribed coursework.

Submit Professional Portfolio.

Complete and Submit a Satisfactory Culminating Project.

Apply for Initial or Professional Certification.

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

Major Requirements - Core Requirements/Curriculum: Sequence 1

**Type**
- Completion Requirement

M.S.Ed. in Early Childhood for Students who already possess New York State Certification.

Fulfill ALL of the following requirements:

**Foundations**
- EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDS702 - The Young Child with Special Needs
- EBS701 - Issues in Bilingualism
  OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

**Methods Courses**
- EDC713 - Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6
- EDC714 - Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

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.
Master’s Project
Earn at least 3 credits from the following:
- EDC756 - Teacher as Researcher and Writer

Additional Comments:

Major Requirements - Core Requirements/Curriculum: Sequence 3
Type Completion Requirement

M.S.Ed. in Early Childhood Leading to Initial New York State Certification in Early Childhood (Birth–grade 2)
Fulfill ALL of the following requirements:

Foundations
Earn at least 15 credits from the following:
- EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- ED5702 - The Young Child with Special Needs
- EBS701 - Issues in Bilingualism
  OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

Methods Courses
Earn at least 18 credits from the following:
- EDC713 - Literacy Development in Early Childhood Settings, Birth to Grade 2
- EDC714 - Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

Student Teaching Practicum
Earn at least 6 credits from the following:
- EDC795 - Student Teaching/Intership Seminar
- EDC790 - Supervised Student Teaching: Pre-K to Grade 2
  OR EDC784 - Supervised Student Teaching Internship, Birth to Grade 2

Master’s Project
Earn at least 3 credits from the following:
- EDC756 - Teacher as Researcher and Writer

Additional Comments:

Major Requirements - Core Requirements/Curriculum: Sequence 5
Type Completion Requirement

M.S.Ed. in Early Childhood Education Leading to Initial New York State Certification in Early Childhood (Birth–grade 2)
Fulfill ALL of the following requirements:

Foundations
Earn at least 15 credits from the following:
- EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- ED5702 - The Young Child with Special Needs
- EBS701 - Issues in Bilingualism
  OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

Methods Courses
Earn at least 18 credits from the following:
- EDC713 - Literacy Development in Early Childhood Settings, Birth to Grade 2
- EDC714 - Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

Student Teaching Practicum
Earn at least 6 credits from the following:
- EDC795 - Student Teaching/Intership Seminar
- EDC790 - Supervised Student Teaching: Pre-K to Grade 2
  OR EDC784 - Supervised Student Teaching Internship, Birth to Grade 2

Master’s Project
Earn at least 6 credits from the following:
- EDS702 - The Young Child with Special Needs
- EDS743 - Behavioral Assessment, Management, and Change

Methods Courses
Earn at least 15 credits from the following:
- EDC713 - Literacy Development in Early Childhood Settings, Birth to Grade 2
- EDC714 - Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDS704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children

Student Teaching Practicum
Earn at least 6 credits from the following:
- EDC795 - Student Teaching/Intership Seminar
- EDC790 - Supervised Student Teaching: Pre-K to Grade 2
- EDC784 - Supervised Student Teaching Internship, Birth to Grade 2

Master’s Project
Earn at least 3 credits from the following:
- EDC756 - Teacher as Researcher and Writer
## Requirements

### Simple Requisites

**Major Requirements - Admission Requirements**

- **Type**
- **Completion Requirement**
  - A bachelor’s degree or equivalent from an accredited college or university with a Grade Point Average of 3.0 for all undergraduate and graduate work completed prior to acceptance.
  - Two letters of recommendation.
  - An essay outlining career goals (500 words).
  - An interview might be scheduled upon faculty request.
  - Students interested in the Bilingual Extension certificate, please submit an essay in Spanish outlining career goals.
  - Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level.

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.

### Additional Comments:

**Major Requirements - Overall**

- **Type**
- **Completion Requirement**
  - To qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth – Grade 2)
    - Fulfill ALL of the following requirements:
      - Submit Scores on the EdTPA, Educating ALL Students Test (EAS), and Revised Content Specialty Tests (CST)
      - Earn at least 45 credits
    - Complete 45-48 credits of prescribed course work.
    - Submit Professional Portfolio.
    - Complete and Submit a Satisfactory Culminating Project.
  - Fulfill ANY of the following requirements:
    - Complete ALL of the following Courses:
      - EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
      - EDC739 - Social Studies Concept Devlp in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
      - EDC727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
      - EDC709 - Multilingualism in the Classroom, Birth to Grade 6
      - AND EDC709 - Multilingualism in the Classroom, Birth to Grade 6

- **Complete ALL of the following Courses:**
  - EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
  - EDC739 - Social Studies Concept Devlp in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
  - EDC727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
  - EDC709 - Multilingualism in the Classroom, Birth to Grade 6

- **Complete ALL of the following Courses:**
  - EBS701 - Issues in Bilingualism

- **Apply for initial or professional certification by completing the requirements for a Bilingual Extension.**
**ANU EDC709 - Multilingualism in the Classroom, Birth to Grade 6**

Complete ALL of the following Courses:
- EBS701 - Issues in Bilingualism
- Apply for initial or professional certification by completing the requirements for a Bilingual Extension.

Pass Bilingual Education Assessment (BEA).

**Additional Comments:**
- Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program.
- All students will complete the curriculum corresponding to one of the sequences below: 39-42 credits (Sequence 2); 42-45 credits (Sequence 4); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education.

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

**Type**
Completion Requirement

M.S.Ed. in Early Childhood Education leading to Bilingual Extension for Students who already possess New York State Certification.

Fulfill ALL of the following requirements:

**Foundations**
Earn at least 15 credits from the following:
- EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDST02 - The Young Child with Special Needs
- EBS701 - Issues in Bilingualism
  OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

**Methods Courses**
Earn at least 21 credits from the following:
- EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC737 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

**Master's Project**
Earn at least 3 credits from the following:
- EDC756 - Teacher as Researcher and Writer

**Major Requirements - Core Requirements/Curriculum: Sequence 4**

**Type**

M.S.Ed. in Early Childhood Education leading to Bilingual Extension for Students who already possess New York State Certification.

Fulfill ALL of the following requirements:

**Foundations**
Earn at least 15 credits from the following:
- EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
- EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
- EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
- EDST02 - The Young Child with Special Needs
- EBS701 - Issues in Bilingualism
  OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

**Methods Courses**
Earn at least 21 credits from the following:
- EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC737 - Teaching English as a New Language in School Settings (Preschool to grade 2)
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

**Additional Comments:**
**Major Requirements - Core Requirements/Curriculum: Sequence 4**

**Completion Requirement**

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

  **Foundations**

  - Earn at least 15 credits from the following:
    - EDC721 - Child Study and Developmental Assessment, Birth to Grade 2
    - EDC722 - Child Development and Program Design in Early Childhood Settings, Birth to Grade 2
    - EDC735 - Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2
    - EDS702 - The Young Child with Special Needs
    - EBS701 - Issues in Bilingualism
    - OR EDC709 - Multilingualism in the Classroom, Birth to Grade 6

  **Methods Courses**

  - Earn at least 21 credits from the following:
    - EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
    - EDC739 - Social Studies Concept Devlt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
    - EDC727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
    - EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
    - EDC716 - Developing Young Children's Concepts in Art, Birth to Grade 2
    - EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
    - EDC718 - Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

  **Student Teaching Practicum**

  - Earn at least 6 credits from the following:
    - EDC795 - Student Teaching/Intership Seminar
    - EDC781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2
    - OR EDC784 - Supervised Student Teaching Internship, Birth to Grade 2

  **Master’s Project**

  - Earn at least 3 credits from the following:
    - EDC756 - Teacher as Researcher and Writer

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**Additional Comments:**

- **Type**
- **Completion Requirement**
- **Requirement**

-Lehman College

266/654
## Major Requirements - Core Requirements/Curriculum: Sequence 6

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.Ed. in Early Childhood Education Leading to Initial New York State Certification in Early Childhood (Birth–grade 2) and Bilingual Extension for Minor to Masters Lehman College Students.</td>
<td>Fulfill ALL of the following requirements:</td>
</tr>
</tbody>
</table>

### Foundations

**Earn at least 6 credits from the following:**
- EDS702 - The Young Child with Special Needs
- EDS743 - Behavioral Assessment, Management, and Change

### Methods Courses

**Earn at least 15 credits from the following:**
- EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDS704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Student Teaching Practicum

**Earn at least 6 credits from the following:**
- EDC795 - Student Teaching/Intership Seminar
- EDC790 - Supervised Student Teaching: Pre-K to Grade 2 OR EDC781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2

### Student Teaching Practicum

**Earn at least 6 credits from the following:**
- EDC795 - Student Teaching/Intership Seminar
- EDC790 - Supervised Student Teaching: Pre-K to Grade 2 OR EDC781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2

### Master's Project

**Earn at least 3 credits from the following:**
- EDC756 - Teacher as Researcher and Writer

### Additional Comments:

- EDS702 - The Young Child with Special Needs
- EDS743 - Behavioral Assessment, Management, and Change
- EDC738 - Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC739 - Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
- EDC715 - Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
- EDC717 - Developing Science Concepts in Early Childhood Settings, Birth to Grade 2
- EDS704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Student Teaching Practicum

**Earn at least 6 credits from the following:**
- EDC795 - Student Teaching/Intership Seminar
- EDC790 - Supervised Student Teaching: Pre-K to Grade 2 OR EDC781 - Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2

**Earn at least 3 credits from the following:**
- EDC756 - Teacher as Researcher and Writer

### Additional Comments:

#### Overview

**Institution Code**
LEH01

**Official Name of Program**
Elementary Education with Bilingual Extension

**Plan Code**
EEB-MSED

**Department(s) Sponsoring Program**
Early Childhood & Childhood Education

**Degree Designation**
MSED - Master of Science in Education

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#### Requirements

**Institution Code**
LEH01

**Official Name of Program**
Elementary Education

**Plan Code**
ELE-MSED

**Department(s) Sponsoring Program**
Early Childhood & Childhood Education

**Degree Designation**
MSED - Master of Science in Education

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267 / 654
Lehman College

Simple Requisites

Major Requirements - Admission Requirements
Type Completion Requirement

Additional Comments:
- A bachelor's degree or equivalent from an accredited college or university with a GPA of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An interview might be scheduled by faculty request.
(Requirements and procedures are available in the Department office, Carman Hall, Room B-32.)

Major Requirements - Overall
Type Completion Requirement

To Qualify for the M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth-Grade 2)

Fulfill ALL of the following requirements:

Submit scores on Educating All Students Test (EAS), and Content Specialty Test (CST).

Earn at least 30 credits
- Complete 30-45 credits of prescribed coursework.

Submit Professional Portfolio.

Submit and pass edTPA.

Apply for initial or professional certification by completing the requirements for a Bilingual Extension.

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE727 - Teaching English as a New Language, Grades 1 to 6
- EBS701 - Issues in Bilingualism
  OR EDE709 - Multilingualism in the Classroom Birth to Grade 6

Pass Bilingual Education Assessment (BEA).

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

Pass Bilingual Education Assessment (BEA).

Additional Comments:
- Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program.
- All students will complete the curriculum corresponding to one of the sequences below: 39-42 credits (Sequence 2); 42-45 credits (Sequence 4); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Childhood Education.
<table>
<thead>
<tr>
<th>Major Requirements - Core Requirements/Curriculum: Sequence 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Completion Requirement</td>
</tr>
<tr>
<td>M.S.Ed. in Childhood Education leading to Bilingual Extension for students who already possess New York State certification. Fulfill ALL of the following requirements:</td>
</tr>
<tr>
<td>Foundations</td>
</tr>
<tr>
<td>Earn at least 12 credits from the following:</td>
</tr>
<tr>
<td>- EDE721 - Child Study and Developmental Assessment, Grade 1 to 6</td>
</tr>
<tr>
<td>- EDE722 - Program Design in Childhood Settings — Grades 1-6</td>
</tr>
<tr>
<td>- EDS707 - The Childhood Student with Disabilities</td>
</tr>
<tr>
<td>- EBS701 - Issues in Bilingualism OR EDE709 - Multilingualism in the Classroom Birth to Grade 6</td>
</tr>
<tr>
<td>Methods Courses</td>
</tr>
<tr>
<td>Earn at least 24 credits from the following:</td>
</tr>
<tr>
<td>- EDE712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades</td>
</tr>
<tr>
<td>- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings Grades 1 to 6</td>
</tr>
<tr>
<td>- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6</td>
</tr>
<tr>
<td>- EDE715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI</td>
</tr>
<tr>
<td>- EDE716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6</td>
</tr>
<tr>
<td>- EDE717 - Learning and Teaching Science in Childhood Settings: Grades 1 to 6</td>
</tr>
<tr>
<td>- EDE740 - Studies in the Teaching of Elementary Mathematics, Advanced Course</td>
</tr>
<tr>
<td>Master's Project</td>
</tr>
<tr>
<td>Earn at least 3 credits from the following:</td>
</tr>
<tr>
<td>- EDE756 - Teacher as Researcher</td>
</tr>
</tbody>
</table>

Additional Comments:
| Major Requirements - Core Requirements/Curriculum: Sequence 6 |
| Completion Requirement |

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

Fulfill ALL of the following requirements:

| Foundations |
| Earn at least 6 credits from the following: |

- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change

| Methods Courses |
| Earn at least 15 credits from the following: |

- EDE738 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE717 - Learning and Teaching Science in Childhood Settings: Grades 1 to 6
- EDE709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students

| Student Teaching Practicum |
| Earn at least 6 credits from the following: |

- EDE783 - Student Teaching Seminar
- EDE784 - Supervised Student Teaching Internship: Grades 1-6
- OR EDE795 - Supervised Student Teaching: Grades 1 to 6

| Master’s Project |
| Earn at least 3 credits from the following: |

- EDE756 - Teacher as Researcher

| Additional Comments: |

- Major Requirements - Core Requirements/Curriculum: Sequence 5
- Type
- Completion Requirement

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

Fulfill ALL of the following requirements:

| Foundations |
| Earn at least 6 credits from the following: |

- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change

| Methods Courses |
| Earn at least 15 credits from the following: |

- EDE738 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE717 - Learning and Teaching Science in Childhood Settings: Grades 1 to 6

| Student Teaching Practicum |
| Earn at least 6 credits from the following: |

- EDE783 - Student Teaching Seminar
- EDE784 - Supervised Student Teaching Internship: Grades 1-6
- OR EDE795 - Supervised Student Teaching: Grades 1 to 6

| Master’s Project |
| Earn at least 3 credits from the following: |

- EDE756 - Teacher as Researcher

| Additional Comments: |
Lehman College

- **EDS709** - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students

### Student Teaching Practicum

Earn at least 6 credits from the following:
- **EDE783** - Student Teaching Seminar
- **EDE782** - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6 OR **EDE784** - Supervised Student Teaching Internship: Grades 1-6

### Master’s Project

Earn at least 3 credits from the following:
- **EDE756** - Teacher as Researcher

### Additional Comments:

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<tr>
<th>Overview</th>
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<tbody>
<tr>
<td><strong>Institution Code</strong></td>
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<td><strong>Official Name of Program</strong></td>
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<td><strong>Career</strong></td>
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<td><strong>Degree Designation</strong></td>
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<th>Requirements</th>
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<tr>
<td><strong>Simple Requisites</strong></td>
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<tr>
<td><strong>Masters Requirements - Admission Requirements</strong></td>
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<tr>
<td><strong>Type</strong></td>
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<tr>
<td><strong>Masters Requirements - Overall</strong></td>
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<tr>
<td><strong>Major Requirements - Overall</strong></td>
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<td><strong>Type</strong></td>
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</tbody>
</table>

- A bachelor's degree or equivalent from an accredited college or university with a GPA of 3.0 for all undergraduate and graduate work completed prior to acceptance.
- Two letters of recommendation.
- An interview might be scheduled by faculty request. (Requirements and procedures are available in the Department office, Carman Hall, Room B-32.)
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing if applying for admission at the graduate level.

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- An initial teaching certificate or qualify for initial certification within three semesters.

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

**To Qualify for the M.S. Degree in Childhood Education (Grades 1-6)**

**Earn a minimum Grade of B**
- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.

- An initial teaching certificate or qualify for initial certification within three semesters.
Submit scores on Educating All Students Test (EAS), and Content Specialty Test (CST).

- Earn at least 30 credits
  - Complete 30-42 credits of prescribed course work.
  - For students completing the Minor to Masters Program.

- Earn at least 36 credits
  - For students with Initial or Provisional Certification in Pre-K-Grade 6 or Childhood Education.

- Earn at least 42 credits
  - For students without prior teacher certification.

Submit Professional Portfolio.

Submit and pass edTPA

Submit Application for Initial or Professional Certification.

Additional Comments:
- Students must consult with an advisor in the Graduate Childhood program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an advisor in the Childhood Education program.
- All students will complete the curriculum corresponding to one of the sequences below: 36 credits (Sequence 1); 39 credits (Sequence 2); 42 credits (Sequence 3); 45 credits (Sequence 4); 30 credits (Sequence 5); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Childhood Education.

---

**Major Requirements - Competency Area I: Foundations in Childhood Development and Education**

**Type**

**Completion Requirement**

- Earn at least 12 credits from the following:
  - EDS707 - The Childhood Student with Disabilities
  - EDE721 - Child Study and Developmental Assessment, Grade 1 to 6
  - EDE722 - Program Design in Childhood Settings — Grades 1-6
  - EBS701 - Issues in Bilingualism
  - Submit academic portfolio for each course of the first 9 credits.

Additional Comments:

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**Major Requirements - Competency Area II: Professional Coursework in Childhood Development and Education**

**Type**

**Completion Requirement**

- Earn at least 24 credits from the following:
  - EDE712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
  - EDE738 - Learning and Teaching Literacy in...
Successful application to the Student Teaching Coordinator.
Complete at least 12 credits in Competency Area II.

Fulfill ANY of the following requirements:

Student Teaching and Seminar
Complete ALL of the following Courses:
- EDE782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
- EDC783 - Student Teaching Seminar

Student Internship and Seminar
Earn at least 6 credits from the following:
- EDE783 - Student Teaching Seminar
- EDE784 - Supervised Student Teaching Internship: Grades 1-6
- This requirement does not apply to students, with Initial or Provisional Certification.
- Successfully complete student teaching or internship.
- Submit an academic portfolio for each course of the first 36 credits, with evidence of achieved outcomes.
- Apply for Initial or Professional Certification.

Additional Comments:

Major Requirements - Competency Area III: Professional Practice in Childhood Education
Type
Completion Requirement
Earn at least 3 credits from the following:
- EDE756 - Teacher as Researcher

Additional Comments:

Overview
Institution Code LEH01
Official Name of Program Special Education-Early Childhood
Plan Code SPE-ADVCRT
Department(s) Sponsoring Program Early Childhood & Childhood Education
Degree Declaration

Overview
Institution Code LEH01
Official Name of Program Special Education-Early Childhood
Plan Code SPEAC-MSED
Department(s) Sponsoring Program Early Childhood & Childhood Education
Degree Declaration
### Advanced Certificate Requirements - Admission Requirements

#### Type
- Prerequisite

#### Completion Requirement
- Earn a minimum GPA of 3.0
  - A master’s degree from an accredited teacher preparation program.
  - A copy of graduate transcript showing a minimum 3.0 GPA.

#### Certification
- A valid provisional, initial, permanent, or professional certificate in Early Childhood Education, Birth-2

**Additional Comments:**
- The certificate that you apply for should be at the same developmental level/age group that you have been teaching. Note: Individuals who do not have certification at the same developmental level/age group as their initial certification will need to take additional courses to meet the program requirements.
- Current Lehman College education students should speak to their program advisor for admission approval.
- Upon review of academic application materials, there may be deficiencies that need to be addressed by taking additional coursework.

### Advanced Certificate Requirements - Special Education Teacher Birth to 2

#### Type
- Completion Requirement

#### Completion Requirement
- Earn at least 18 credits
  - The program of study will consist of the following:
    - A 3-credit prerequisite course,
    - 9-credit core courses
    - 6-credit practicum courses.
  - A maximum of 6 credits may be applied if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education.
  - Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Birth-2 MS in Education Program within five years and upon approval of the coordinator in special education.

**Additional Comments:**
Earn at least 3 credits from the following:
- EDS701 - Understanding Individuals with Disabilities
- EDS702 - The Young Child with Special Needs

Additional Comments:

Advanced Certificate Requirements - Core Courses
Type
Completion Requirement

Complete ALL of the following Courses:
- EDS743 - Behavioral Assessment, Management, and Change
- EDS704 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Learning Problems
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems

Additional Comments:

Advanced Certificate Requirements - Practicum
Type
Completion Requirement

Complete ALL of the following Courses:
- EDS703 - Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Children
- EDS705 - Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Young Children

Additional Comments:

Earn a minimum GPA of 3.0

New York State Certification Examinations
- Candidates are required to pass edTPA (Teacher Performance Assessments), Educating All Students Test, and Revised Content Specialty Test. Visit the New York State Teacher Certification Examinations website for most updated information about the new tests at http://www.nystce.nesinc.com/NY_annProgramUpdate.asp

Additional Comments:

Masters Requirements - Required Courses
Type
Completion Requirement

Complete ALL of the following Courses:
- EDS701 - Understanding Individuals with Disabilities
- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change
- EDS708 - Practicum Behavioral Asses. & Mgmt of Cult. & Linguistically Diverse Childhd Students with Disabilitie
- EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
- EDS710 - Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhd Students
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS711 - Practicum in Assessment of Culturally and Linguistically Diverse Childhood Students with Disabilities
- EDS715 - Research in Special Education
- EDS718 - Culminating Master's Project
- EDS719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- EDS720 - Student Teaching Seminar

Additional Comments:

Overview
Institution Code
LEH01
Official Name of Program
Teacher Education: Middle Childhood Extension 5-6
Plan Code
TEMC56-AC
Department(s) Sponsoring Program
Early Childhood & Childhood Education
Career
Degree Designation
ADVCRPB - Advanced Certificate Post Baccalaureate

Requirements
Simple Requisites

Advanced Certificate Requirements - Admission Requirements
Type
Prerequisite
Certification
- New York State initial or professional certification in one of the following academic content areas, Grades 7-12: Biology, Chemistry, Earth Science, English, Foreign Language, Mathematics, Physics, or Social Studies.
- Candidates holding provisional or permanent certification must submit passing scores on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W), and the Content Specialty Test (CST) in their subject area.

Additional Comments:

Advanced Certificate Requirements - Middle Childhood Extension
Type
Complete Requirement

Earn at least 6 credits
- Candidates must consult with an adviser in their subject area before beginning their studies.

Additional Comments:

Advanced Certificate Requirements - Introduction to Middle Childhood Education
Type
Complete Requirement

Complete ALL of the following Courses:
- ESC711 - Perspectives on Middle School Education

Additional Comments:

Advanced Certificate Requirements - Curriculum and Instruction
Type
Complete Requirement

Complete ALL of the following Courses:
- ESC509 - Instructional Practices Across the Middle School Curriculum

Additional Comments:

Courses
### Overview

**Academic Institution**
LEH01

**Subject area**
ECE

**Catalog Number**
758

**Course Title**
Intensive Teaching Internship and Seminar I

**Department(s)**
Early Childhood & Childhood Education

**Description**
(For matriculated students in Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom experience.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDC

**Catalog Number**
701

**Course Title**
Educational Psychology, Child Study, and Development

**Department(s)**
Early Childhood & Childhood Education

**Description**
Study of factors affecting development and human growth from conception through eight years. Developmental theories and research findings related to the physical, emotional, cognitive, and social growth of the child. Personality theories related to the development of self-concept will be examined. Diagnostic and assessment techniques and measures will be studied. Specific child-study observational skills and procedures will be developed. Pupil evaluation, class assessment, and testing related to child study and development will be made possible through field experiences.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

### Credits

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</table>
Overview
Academic Institution
LEH01
Subject area      Catalog Number
EDC              702
Course Title
Educational Psychology, Learning
Department(s)
Early Childhood & Childhood Education
Description
Study of factors affecting learning from birth through eight years; learning theories and research findings related to the normal and special child; application of learning theories to mainstreamed classes. Emphasis on maturation, readiness, and basic-skill acquisition. Diagnostic and assessment techniques and measures will be applied in field settings. Three learning modules will be included: sensorimotor, communication and conceptual, logical, and reflective thinking.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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</table>

Overview
Academic Institution
LEH01
Subject area      Catalog Number
EDC              703
Course Title
Program Planning for Early Childhood
Department(s)
Early Childhood & Childhood Education
Description
Analysis of factors affecting the design and development of educational programs in terms of educational goals and mental health principles.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 704
Course Title Early Childhood Program Trends
Department(s) Early Childhood & Childhood Education
Description
Early childhood program trends in relation to historical, philosophical, and current community and social needs. Patterns will be examined and analyzed. A survey of a broad range of programs will be examined through the use of films, school visits, and speakers, as well as individualized field experiences.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 709
Course Title Multilingualism in the Classroom, Birth to Grade 6
Department(s) Early Childhood & Childhood Education
Description
Sociolinguistic and psycholinguistic foundations and theories of language development for bilingual/multilingual children from birth to grade 6. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. Analysis of who multilingual learners are, the historical and political contexts of bilingual education in the United States, education policy, and characteristics of programs available to multilingual learners. Note: This course requires fifteen hours of fieldwork with Multilingual Learners (MLLs).
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
713
Course Title
Literacy Development in Early Childhood Settings, Birth to Grade 2
Department(s)
Early Childhood & Childhood Education
Description
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs, develop language and literacy in family, early care, and school settings. Approaches to literacy development, assessment, and instruction, including use of media and technology within an integrated curriculum that meets National and State standards, and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722. COREQ: EDC 714. No student can receive credit for both EDE 713 and EDC 713.

Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
714
Course Title
Social Studies Concept Development in Early Childhood Settings, Birth to Grade 2
Department(s)
Early Childhood & Childhood Education
Description
Exploration of ways in which infants, toddlers, young children, and young children who are learning English as a second language, and young children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies, assessment, and instruction, including use of media and technology within an integrated curriculum that meets national and State standards, and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721 EDC 722. COREQ: EDC 713. No student can receive credit for both EDE 714 and EDC 714.

Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDC  715
Course Title
Mathematical Concept Formation in Early Childhood Settings, Birth to Grade 2
Department(s)
Early Childhood & Childhood Education
Description
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs develop an understanding of mathematical concepts in family, early care, and school settings. Approaches to assessment and documentation in young children's mathematics development through the use of concrete materials and media and technology consistent with national and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDC  716
Course Title
Developing Young Children's Concepts in Art, Birth to Grade 2
Department(s)
Early Childhood & Childhood Education
Description
Exploration of ways in which young children, young children who are learning English as a second language, and young children with special needs, develop artistic expression and appreciation of art in family, neighborhood, early care, and school settings. Approaches to assessment and documentation of children's artistic development and expressions of ideas in art using concrete materials and appropriate tools from technology, consistent with National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, action research, development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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**Academic Institution**
LEH01

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</table>

**Course Title**
Developing Science Concepts in Early Childhood Settings, Birth to Grade 2

**Department(s)**
Early Childhood & Childhood Education

**Description**
Exploration of ways in which infants, toddlers, young children, young children who are learning English as a second language, and young children with special needs develop an understanding of science in family, early care, and school settings. Approaches to science exploration, investigation, documentation and assessment, including technology within an integrated curriculum to meet National and State Standards and the needs of children with disabilities. Visits to early childhood settings with diverse populations, and action research, and the development of an academic portfolio. Ten hours of fieldwork required. PREREQ: EDC 721, EDC 722, one undergraduate or graduate laboratory science course.

**Academic Career**
Graduate

**Permission Type**
No

**No Special Consent Required**

### Credits

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### Overview

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LEH01

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</table>

**Course Title**
Developing Music Appreciation in Early Childhood Settings, Birth to Grade 2

**Department(s)**
Early Childhood & Childhood Education

**Description**
Exploration of ways in which infants, toddlers, young children and young children who are learning English as a second language, and young children with special needs learn to appreciate and create music in family, early care, and school settings. Approaches to music development, assessment, and instructional strategies, including use of media and technology within an integrated curriculum that meets national and State Standards and the needs of children with disabilities. The course requires visits to early childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required.PREREQ: EDC 721, EDC 722.

**Academic Career**
Graduate

**Permission Type**
No

**No Special Consent Required**

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDC

**Catalog Number**
721

**Course Title**
Child Study and Developmental Assessment, Birth to Grade 2

**Department(s)**
Early Childhood & Childhood Education

**Description**
Extended study of the integrated factors affecting infants, toddlers, and young children's physical, social, emotional, cognitive, language, and aesthetic development through observation, case study, and exposure to research and dominant theories of child development and learning through multiple technologies. Assessment of how young children differ in their development and approaches to supporting individual development; assessment of conditions that affect young children's development, including risk factors and patterns of specific disabilities, and cultural and linguistic diversity and significance of sociocultural and political contexts. Requires fieldwork with children, action research, and the development of an academic portfolio.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDC

**Catalog Number**
722

**Course Title**
Child Development and Program Design in Early Childhood Settings, Birth to Grade 2

**Department(s)**
Early Childhood & Childhood Education

**Description**
Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on knowledge of the needs and interests of young children including those with disabilities and diverse cultural and linguistic backgrounds; knowledge of the community; curriculum goals; and City, State, and national standards. Study of model programs for, and issues related to, programs for young children reflecting the sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Requires student observation, action research, appropriate use of media and technology, and an academic portfolio.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
727
Course Title
Teaching English as a New Language in School Settings (Preschool to grade 2)
Department(s)
Early Childhood & Childhood Education
Description
Methods and materials for teaching bilingual/multilingual/multicultural children including those with special needs who are learning English in school. Focus on ways to teach content with an emphasis on English language arts, using English as a new language methodologies. Attention on addressing the influence of child-rearing, language, cultural and community orientation, and prior schooling experiences on learning in a new language. This course requires 15 hours of fieldwork with children in ENL settings. Permission required. Pre or Co-requisite EDE 709 or EBS 701
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
730
Course Title
Understanding and Documenting Young Bilingual Children's Literacy Development and Concepts of the Wo
Department(s)
Early Childhood & Childhood Education
Description
Exploration of the diverse ways that infants, toddlers, and young bilingual, bicultural children develop language and literacy. Understanding of basic human needs and interdependence in family, early care, and school settings. Study of approaches to literacy and the social studies documentation and assessment and instructional strategies in native and second languages through media and technology within an integrated curriculum. Requires fieldwork with children, action research, and an academic portfolio. PREREQ: Successful completion of Competency Area 1 and Step 2.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Understanding and Documenting Young Children's Literacy Development and Concepts of the World Around

Description
Exploration of diverse ways in which infants, toddlers, and young children develop language and literacy and understand basic human needs and human interdependence in family, early care, and school settings. Study of approaches to literacy and the social studies documentation and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. Requires fieldwork with children, action research, and an academic portfolio. PREREQ: Successful completion of Competency Area I and Step 2.

Academic Career
Graduate
Liberal Arts
No

Permission Type
No Special Consent Required

Credits

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Understanding and Documenting Young Children's Concepts of Mathematics and Art, Birth to Grade 2

Description
Exploration of the diverse ways in which infants, toddlers, and young children develop an understanding of mathematical concepts and the appreciation and creation of art in family, early care, and school settings. Study of approaches to formal and informal documentation and assessment of children's development in mathematics and art to insure the continuous development of problem-solving processes and expression of ideas in both mathematics and art. Construction of meaning through a variety of instructional opportunities that support the intellectual and social development of diverse learners, using appropriate tools from media and technology, concrete materials, drawings and diagrams, analogy, and modeling. Requires fieldwork with children, action research, and an academic portfolio. PREREQ: Successful completion of Competency Area I and Step 2.

Academic Career
Graduate
Liberal Arts
No

Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 733
Course Title Understanding and Documenting Young Children's Concepts of the Sciences and Music, Birth to Grade 2
Department(s) Early Childhood & Childhood Education
Description Exploration of the diverse ways in which infants, toddlers, and young children develop an understanding of the sciences and come to appreciate and create music in family, early care, and school settings. Study of approaches to the sciences and music documentation and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. Requires fieldwork with children, action research, and an academic portfolio. PREREQ: Successful completion of Competency Area I and Step 2, BIO 150, CHE 136, PHY 135, GEO 166, or equivalent.
Academic Career Graduate
Liberal Arts No
Permission Type No
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 734
Course Title Programs and Environments for Infants and Toddler, Birth to 3 Years
Department(s) Early Childhood & Childhood Education
Description Study of five areas of infant and toddler development (physical, cognitive, emotional, social, and language) including children who are learning English as a second language and children with special needs. Implementation of Developmental Profiles for infants and toddlers in care as a basis for program development and curriculum design. Design and implementation of appropriate environments for infants and toddlers considering cultural and family contexts. Ten hours of observations in infant and toddler settings, action research, use of technology, and an academic portfolio. PREREQ: EDC 721 and EDC 722.
Academic Career Graduate
Liberal Arts No
Permission Type No
No Special Consent Required

Credits

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</table>
**Overview**

**Academic Institution**
LEH01

**Subject area**
EDC

**Catalog Number**
735

**Course Title**
Family, School, and Community Interaction in Early Childhood Settings, Birth to Grade 2

**Department(s)**
Early Childhood & Childhood Education

**Description**
Study of a theoretical framework for developing skills among teachers to support parental involvement in the education of infants, toddlers, and young children at home, in early care, and in school settings. Emphasis on culturally and economically diverse communities and relationships to community organizations. Fieldwork in early childhood settings and community organizations serving diverse populations, action research, and an academic portfolio. PREREQ: EDC 721 and 722. No student can receive credit for both EDC 735 and EDE 735.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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**Overview**

**Academic Institution**
LEH01

**Subject area**
EDC

**Catalog Number**
738

**Course Title**
Literacy in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2

**Department(s)**
Early Childhood & Childhood Education

**Description**
Exploration of ways that infants, toddlers, young bilingual/multilingual, bicultural children, including children with special needs develop language and literacy in family, early care, and school settings. Exploration of approaches to literacy instruction and assessment in the languages of the school and the child’s home, including use of media and technology within an integrated curriculum to meet both standards for learning and standards of program quality. Exploration of the cross-linguistic effects of language on literacy learning for bi/multilingual children. Exploration of instructional approaches that sustain bi/multilingualism. Note: Eighteen hours of fieldwork in bilingual settings is required. Permission required Pre or Co-requisite EDE 709 or EBS 701

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 739
Course Title
Social Studies Concept Devlpt in Bilingual/Multilingual Early Childhood Settings, Birth to Grade 2
Department(s)
Early Childhood & Childhood Education
Description
Exploration of ways infant, toddlers, and young bilingual/multilingual children including children with special needs develop an understanding of basic human needs and interdependence in family, early care, and school settings. Approaches to social studies concepts, assessment, and instruction in both the home language and the new language, including use of media and technology within an integrated curriculum to meet standards for learning. Approaches for sustaining bilingualism and biliteracy. Note: Eighteen hours of fieldwork in a bilingual setting is required. Permission required. Co / Pre-requisite EDC 709 or EBS 701
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 745
Course Title
Teaching Internship and Seminar I
Department(s)
Early Childhood & Childhood Education
Description
(For matriculated students in Early Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Lehman College

Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDC
746
Course Title
Teaching Internship and Seminar II
Department(s)
Early Childhood & Childhood Education
Description
(For matriculated students in Early Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
1
1

Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDC
747
Course Title
Teaching Internship and Seminar III
Department(s)
Early Childhood & Childhood Education
Description
(For matriculated students in Early Childhood Education who are not certified to teach but who assume teaching positions just prior to, or at the outset of, their second semester of matriculation.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
2
2

Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDC
748
Course Title
Teaching Internship and Seminar IV
Department(s)
Early Childhood & Childhood Education
Description
(For matriculated students in Early Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
2
2

Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDC
749
Course Title
Teaching Internship and Seminar V
Department(s)
Early Childhood & Childhood Education
Description
(For matriculated students in Early Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
2
2
Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
756
Course Title
Teacher as Researcher and Writer
Department(s)
Early Childhood & Childhood Education
Description
Continued development and utilization of research skills appropriate to an area of specialization in early childhood culminating in a written capstone project. PREREQ: Successful completion in Competency Areas I and II. No student can receive credit for both EDC 756 and EDE 756.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required
Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
757
Course Title
Ethics and Professionalism in Early Childhood Teaching
Department(s)
Early Childhood & Childhood Education
Description
Study of the early childhood teaching profession, its multiple historical, philosophical, and social foundations. Analysis of teaching practices through the use of self-assessment as a form of evaluation and professional portfolio development. Examination of the purpose and meaning of teaching and the contributions made to the profession through analysis of the students' own teaching experiences. PREREQ: Competency Area II and Step 4. *For certified students only. No student can receive credit for both EDC 757 and EDE 757.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required
Credits
Minimum Units
Maximum Units
3
3
Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 758
Course Title Intensive Teaching Internship and Seminar I
Department(s) Early Childhood & Childhood Education
Description (For matriculated students who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.

Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 759
Course Title Intensive Teaching Internship and Seminar II
Department(s) Early Childhood & Childhood Education
Description (For matriculated students in Early Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.

Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 770
Course Title Advanced Studies in the Curriculum I and II
Department(s) Early Childhood & Childhood Education
Description Curriculum content, methods, and materials in Early Childhood Education as related to affective, cognitive, and social development within the Early Childhood Education program. Different curricular areas will be presented for special consideration each semester.

Academic Career
Graduate
Liberal Arts
No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 771
Course Title Advanced Studies in the Curriculum I and II
Department(s) Early Childhood & Childhood Education
Description Curriculum content, methods, and materials in Early Childhood Education as related to affective, cognitive, and social development within the Early Childhood Education program. Different curricular areas will be presented for special consideration each semester.

Academic Career
Graduate
Liberal Arts
No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 773
Course Title Parent, Teacher, and Child Relationships
Department(s) Early Childhood & Childhood Education
Description Designed to help those in early childhood and elementary education understand and effectively handle questions arising from parent-child relationships and teacher-parent-child relationships. Readings, case histories, and data drawn from individual experiences will be used to explore the dynamics of the most frequently encountered problems of children in classrooms. Methods will be developed to form constructive relationships with children, parents, and ancillary school or social agency personnel.
Academic Career Graduate
Liberal Arts
No
Permission Type No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 776
Course Title Special Studies in Early Childhood Education
Department(s) Early Childhood & Childhood Education
Description (May be repeated for up to 6 credits with permission of Graduate Adviser as the topic changes.) Investigation of specific developments, problems, or practices in the field of Early Childhood Education. Topics and credits will vary and be announced each semester.
Academic Career Graduate
Liberal Arts
No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 778
Course Title Workshop ùTeaching as Process in Early Childhood Education
Department(s) Early Childhood & Childhood Education
Description Providing an understanding of the process of teaching. Analysis of the role of the teacher through an examination of literature, films, and related research. Development of models of teaching; examination and refinement of teaching skills; and examination of the hierarchal functioning of teachers in classrooms, schools, and the community.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area EDC
Catalog Number 779
Course Title Administration and Supervision in Early Childhood Education
Department(s) Early Childhood & Childhood Education
Description Responsibilities and functions of administrators and supervisors in staff relationships. Agency and community contacts will be analyzed. Personnel, budget, supplies, and in-service training responsibilities related to nursery schools, child-care centers, private schools, and other institutions for young children will be examined.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units Maximum Units
3 3
Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
781
Course Title
Supervised Student Teaching in Bilingual Settings, Pre-K to Grade 2
Department(s)
Early Childhood & Childhood Education
Description
The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in multicultural settings that include students with disabilities and students of different childhood age/grade levels (Grades 1 to 6). Student teachers are required to spend five full days each week in their school placement. PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. For Bilingual students EDC 738, EDC 739, EDC 727, *EBS 701, COREQ: EDC 795
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
EDC
Catalog Number
783
Course Title
Student Teaching Seminar
Department(s)
Early Childhood & Childhood Education
Description
Utilization of the classroom setting as laboratory; realistic examination of the multidimensional issues that reflect the complexities of teaching. Further development of the ability to problem solve, to consider flexible and varied interactions with children, and to reflect so that students develop as competent, qualified, and caring learners/teachers. Analysis and discussion of concerns, fears, views within a safe, supportive environment. Completion of a professional electronic portfolio. PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 756, EDE 795, EDE 782 or EDE 784.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3
Collaboration between college and school partners to provide opportunities for uncertified teachers in classrooms to continue to establish best professional practices, with emphasis on all learners, developed in the Certification Sequence and successfully evaluate the outcomes of those practices in the teacher's current setting, supervised by College faculty. PREREQ: Successful completion in Competency Areas I and 12 credits in Competency II. COREQ: EDC 795.

Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Lehman College

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDC  795
Course Title
Student Teaching/Intership Seminar
Department(s)
Early Childhood & Childhood Education
Description
A weekly forum for students to analyze teaching practices through the use of a variety of assessments as a form of evaluation. Development of the ability to problem solve, to consider flexible and varied interactions with diverse children, and to reflect in order to support students development as competent, qualified, caring, and ethical professionals. Examination of the purpose and meaning of teaching through analysis and discussion of students own teaching experiences, such as concerns, fears, and views within a safe, supportive environment, as well as others' contributions made to the profession. Development of a professional portfolio. Required state certification student teaching assessments supported through the course. This is a credit-bearing course that will use a Pass/No Pass grading basis. PREREQ: Successful completion of foundation courses and 12 credits of methods courses. COREQ: EDC 756, EDC 790, EDC 781 or EDC 784.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDE  510
Course Title
Schools in a Bilingual/Bicultural Hispanic Community
Department(s)
Early Childhood & Childhood Education
Description
Analysis of the structure and function of schools in a bilingual/bicultural Hispanic community and the influence of the community on the development of school programs. (English/Spanish)
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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A Multi-arts Approach to Curriculum Development in the Elementary School with Emphasis on Hispanic Cultures Description
An exploration of historic and contemporary Hispanic arts and the development of curriculum units for bilingual/bicultural students.

Credits
Minimum Units  Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDE  512
Course Title
A Multi-arts Approach to Curriculum Development in the Elementary School with Emphasis on Hispanic Cultures Department(s)
Early Childhood & Childhood Education Description
An exploration of historic and contemporary Hispanic arts and the development of curriculum units for bilingual/bicultural students. Academic Career
Graduate Liberal Arts No Permission Type
No Special Consent Required

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDE  611
Course Title
Seminar in Elementary School Teaching, I and II Department(s)
Early Childhood & Childhood Education Description
Analysis of problems or practices in elementary school teaching. Academic Career
Graduate Liberal Arts No Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
1 1

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDE  612
Course Title
Seminar in Elementary School Teaching, I and II Department(s)
Early Childhood & Childhood Education Description
Analysis of problems or practices in elementary school teaching. Academic Career
Graduate Liberal Arts No Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
1 1

Overview
Academic Institution
LEH01
Subject area  Catalog Number
EDE  621
Course Title
Introduction to Teaching Reading in the Elementary School Department(s)
Early Childhood & Childhood Education Description
(For students who have never taken a course in the teaching of reading.) A study of the reading process and strategies for teaching reading, including language development, reading readiness, word recognition, analysis, and comprehension. Formal and informal measures for assessing pupil needs, organizational and classroom management techniques, instructional approaches, and materials for elementary schools will be examined. Ten hours of fieldwork required. Academic Career
Graduate Liberal Arts Department Consent Required

Credits
Minimum Units  Maximum Units
3 3
Overview
Academic Institution: Lehman College

LEH01
Subject area: EDE
Catalog Number: 622
Course Title: Advanced Methods in Teaching Reading in Elementary School
Department(s): Early Childhood & Childhood Education
Description: A study of strategies for teaching reading, including critical thinking and study skills and content area reading. Formal and informal measures for assessing pupil needs, organizational and classroom management techniques, instructional approaches, and materials for the reading experience will be examined.
Academic Career: Graduate
Liberal Arts: No
Permission Type: No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution: Lehman College

LEH01
Subject area: EDE
Catalog Number: 630
Course Title: Psychology of Development and Learning in Elementary Education
Department(s): Early Childhood & Childhood Education
Description: A beginning course for students who have not taken a course in educational psychology. Study of theories and research regarding development and learning from birth through early adolescence, with application to the elementary classroom. Classroom teaching discussed and evaluated in relation to theories, research, and professional development.
Academic Career: Graduate
Liberal Arts: No
Permission Type: No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution: Lehman College

LEH01
Subject area: EDE
Catalog Number: 632
Course Title: Curriculum Development through the Social Sciences in the Elementary School
Department(s): Early Childhood & Childhood Education
Description: Investigation of basic principles of curriculum development in elementary schools, using the content and methodologies of the social sciences to organize social studies instruction. Emphasis on multi-ethnic/multicultural education in a pluralistic society.
Academic Career: Graduate
Liberal Arts: No
Permission Type: No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution: Lehman College

LEH01
Subject area: EDE
Catalog Number: 640
Course Title: Teaching Mathematics in the Elementary School
Department(s): Early Childhood & Childhood Education
Description: Study of the organization, content, and methods of teaching in elementary mathematics programs. Emphasis on using research results to evaluate critically existing curricula and to organize teaching approaches that lead to the development of problem-solving skills.
Academic Career: Graduate
Liberal Arts: No
Permission Type: No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3
## Lehman College

### Overview

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</table>

- **Course Title**: Teaching Science in the Elementary School
- **Department(s)**: Early Childhood & Childhood Education
- **Description**: Improving the elementary school teacher's cognitive knowledge in the sciences. Helping the teacher utilize concepts suggested by content for the purpose of developing activities and materials suitable for the effective teaching of science as an inquiry process.

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<th>Graduate</th>
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<tbody>
<tr>
<td>Liberal Arts</td>
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| Permission Type | No Special Consent Required |

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<th>Credits</th>
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- **Minimum Units**: 3
- **Maximum Units**: 3

### Overview

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<th>Academic Institution</th>
<th>LEH01</th>
<th>Subject area</th>
<th>Catalog Number</th>
</tr>
</thead>
</table>

- **Course Title**: Psychology in Education, Group Dynamics
- **Department(s)**: Early Childhood & Childhood Education
- **Description**: A laboratory course using here-and-now experiences in studying interpersonal perceptions, communication networks, group decision-making patterns, leadership, and structure. Development of skills in diagnosing and improving group functioning.

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| Permission Type | No Special Consent Required |

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- **Minimum Units**: 3
- **Maximum Units**: 3

### Overview

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<th>Subject area</th>
<th>Catalog Number</th>
</tr>
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</table>

- **Course Title**: Psychology in Elementary Education, Advanced Educational Psychology
- **Department(s)**: Early Childhood & Childhood Education
- **Description**: Current psychological theory related to children's basic learning processes. Consideration of multicultural, economic, ethnic, and racial factors in society as they affect classroom learning. Formal and informal approaches to the evaluation of learning as a basis for curriculum decision-making.

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<tr>
<td>Liberal Arts</td>
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| Permission Type | No Special Consent Required |

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<th>Credits</th>
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- **Maximum Units**: 3

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<th>Academic Institution</th>
<th>LEH01</th>
<th>Subject area</th>
<th>Catalog Number</th>
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</thead>
</table>

- **Course Title**: Foundations of Education
- **Department(s)**: Early Childhood & Childhood Education
- **Description**: Studies of critical periods and movements in American education history, with emphasis on social, political, and intellectual developments and the role of leading education theorists as agents of change in education.

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<td>Liberal Arts</td>
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</table>

| Permission Type | No Special Consent Required |

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<th>Credits</th>
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</thead>
</table>

- **Minimum Units**: 3
- **Maximum Units**: 3
### Overview

**Academic Institution**
LEH01

**Subject area**
EDE

**Course Title**
School and Community

**Department(s)**
Early Childhood & Childhood Education

**Description**
Analysis, from historical and contemporary perspectives, of education as a social process and social institution in an urban setting. Emphasis on the teacher's role as facilitator of understanding and change with parents, children, and community in multicultural, economic, ethnic, and racial school settings. A minimum of ten hours community field experience is required.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDE

**Course Title**
Educational Evaluation

**Department(s)**
Early Childhood & Childhood Education

**Description**
Fundamentals of measurement and statistics for the classroom teacher. Emphasis on the planning, construction, administration, analysis, and evaluation of tests and examinations used by the teacher, including teacher-made and standardized tests. The collection and analysis of data are required.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDE

**Course Title**
Project Seminar I

**Department(s)**
Early Childhood & Childhood Education

**Description**
Formulation by each student of a significant project related to teaching in early childhood or elementary education: definition, design, method for carrying out the project, recapitulation of relevant material, and completion of an outline. Students will work individually, or in small groups, with an instructor.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDE

**Course Title**
Project Seminar II

**Department(s)**
Early Childhood & Childhood Education

**Description**
Completion of the project undertaken in EDE 705, including a written report on the research or curriculum development carried out, results of the work, basis for evaluating the results, and the author's recommendations to others interested in the subject.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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</table>
Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
707
Course Title
Introduction to Educational Research I
Department(s)
Early Childhood & Childhood Education
Description
Formulation of a research problem by each student; its definition, the method of study appropriate to the problem, recapitulation of pertinent studies, and collection and analysis of data. Students will work individually with a Graduate Adviser and in small groups.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
708
Course Title
Introduction to Educational Research II
Department(s)
Early Childhood & Childhood Education
Description
Formulation of a research problem by each student; its definition, the method of study appropriate to the problem, recapitulation of pertinent studies, and collection and analysis of data. Students will work individually with a Graduate Adviser and in small groups.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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### Overview

**Academic Institution**

LEH01

**Subject area**

EDE

**Catalog Number**

709

**Course Title**

Multilingualism in the Classroom Birth to Grade 6

**Department(s)**

Early Childhood & Childhood Education

**Description**

Sociolinguistic and psycholinguistic foundations and theories of language development for bilingual/multilingual children from birth to sixth grade. Introduction to linguistically responsive classroom practices and teacher advocacy for multilingual families. Analysis of who multilingual learners are, the historical and political contexts of bilingual education in the United States, education policy, and characteristics of programs available to multilingual learners. Note: This course requires fifteen hours of fieldwork with Multilingual Learners (MLLs).

**Academic Career**

Graduate

**Liberal Arts**

No

**Permission Type**

No Special Consent Required

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### Credits

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### Overview

**Academic Institution**

LEH01

**Subject area**

EDE

**Catalog Number**

712

**Course Title**

Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades

**Department(s)**

Early Childhood & Childhood Education

**Description**

Introduction to language and literacy development from kindergarten to grade 3. Focuses on the processes of reading, writing, listening and speaking and ways to design appropriate teaching strategies for supporting children’s growth across these four areas of literacy development. Processes of language and literacy development; focus on phonological awareness; phonics; word recognition; comprehension; fluency; and vocabulary development. Ten hours of fieldwork is required.

**Academic Career**

Graduate

**Liberal Arts**

No

**Permission Type**

Department Consent Required

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### Credits

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</table>
Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6
Department(s)
Early Childhood & Childhood Education
Description
An introduction to language arts theory and methodology for teaching in the later elementary grades, grades 3-6. Readings focus on theory, research, and instructional strategies that reflect on current understandings of literacy learning in linguistically and culturally diverse school settings. This knowledge base will help students critically analyze methods, instruction, and curricular choices in the language arts. A variety of effective teaching practices will be explored that address the development of reading, writing, listening, and speaking, including how to employ a variety of literacy assessment tools to plan instruction for students with diverse learning needs. Ten hours of fieldwork is required to complete course assignments and requirements. PREREQ: EDE 721 and EDE 722. COREQ: EDE 714. No student can receive credit for both EDE 713 and EDC 713.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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</table>
Learning and Teaching Mathematics in Childhood Settings: Grades I-VI

Course Title: Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
Department(s): Early Childhood & Childhood Education
Description:
Exploration of the diverse ways in which children, including children who are learning English as a second language, and children with special needs develop an understanding of mathematical concepts in family, neighborhood, and school settings. Study of approaches to assessment and documentation of children's development in mathematics to insure continuous development of problem-solving processes and expression of ideas in mathematics. State and national standards are met using appropriate tools from media and technology, concrete materials, drawings and diagrams, analogy and modeling. Ten hours of fieldwork required in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: EDE 721, EDE 722. COREQ: EDE 716.

Academic Career: Graduate
Liberal Arts
No

CREDITS
Minimum Units: 3
Maximum Units: 3

Learning and Teaching Art in Childhood Settings: Grades 1 to 6

Course Title: Learning and Teaching Art in Childhood Settings: Grades 1 to 6
Department(s): Early Childhood & Childhood Education
Description:
Exploration of the diverse ways in which children, including children who are learning English as a second language, and children with special needs, develop the appreciation of art in family, neighborhood, and school settings. Study of approaches to assessment and documentation of children's artistic development to include focus on problem-solving processes and expression of ideas in art. Appropriate tools from media and technology, concrete materials, drawings and diagrams, analogy and modeling will be utilized to meet State and national standards. Ten hours of fieldwork required in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: EDE 721, EDE 722. COREQ: EDE 715

Academic Career: Graduate
Liberal Arts
No

CREDITS
Minimum Units: 3
Maximum Units: 3
Learning and Teaching Science in Childhood Settings: Grades 1 to 6

EDE 717

Course Title
Learning and Teaching Science in Childhood Settings: Grades 1 to 6

Department(s)
Early Childhood & Childhood Education

Description
Exploration of ways in which children, including children who are learning English as a second language, and children with special needs develop an understanding of science in family, neighborhood, and school settings. Approaches to science, documentation and assessment of instruction, including the use of media and technology within an integrated curriculum to meet State and national standards. Ten hours of fieldwork required in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: EDE 721 and EDE 722, one undergraduate or graduate laboratory science course. COREQ: EDE 718.

Academic Career
Graduate

Liberal Arts
No

Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Learning and Teaching Music in Childhood Settings: Grades 1 to 6

EDE 718

Course Title
Learning and Teaching Music in Childhood Settings: Grades 1 to 6

Department(s)
Early Childhood & Childhood Education

Description
Exploration of the diverse ways in which children, including children who are learning English as a second language, and children with special needs come to appreciate and create music in family, neighborhood, and school settings. Study of approaches to music assessment and instructional strategies through media and technology as appropriate within an integrated curriculum to meet State and national standards. Ten hours of fieldwork required in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: EDE 721, EDE 722. COREQ: EDE 717.

Academic Career
Graduate

Liberal Arts
No

Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 721
Course Title Child Study and Developmental Assessment, Grade 1 to 6
Department(s) Early Childhood & Childhood Education
Description Study of the integrated factors affecting children's physical, social, emotional, cognitive, language, and aesthetic development. Exposure to dominant theories of child development and learning through multiple technologies. Informal assessment of how children differ in their development and conditions that affect children's development, including risk factors, patterns of specific disabilities, cultural and linguistic diversity, and sociocultural and political contexts. Observations in childhood settings with diverse populations, action research, and the development of an academic portfolio. Ten hours of fieldwork required. COREQ: EDE 722. No student can receive credit for both EDE 721 and EDC 721.
Academic Career Graduate Liberal Arts No Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 722
Course Title Program Design in Childhood Settings — Grades 1-6
Department(s) Early Childhood & Childhood Education
Description Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on knowledge of the needs and interests of children, including those with disabilities and diverse cultural and linguistic backgrounds, as well as on knowledge of the community; of curriculum goals; and of City, State, and national standards. Study of model programs for, and issues related to, programs for children reflecting sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Observations in childhood settings with diverse populations, action research, appropriate use of media and technology, development of an academic portfolio. Ten hours of fieldwork required. COREQ: EDE 721. No student can receive credit for both EDE 722 and EDC 722.
Academic Career Graduate Liberal Arts No Permission Type Department Consent Required

Credits

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Lehman College
### Course Title 1

**Teaching English as a New Language, Grades 1 to 6**

**Description**

Methods and materials for teaching bilingual/multilingual/multicultural children including those with special needs who are learning English in school in first to sixth-grade classrooms. Focus on how to teach content with an emphasis on English language arts, using English as a new language methodologies. Attention on addressing the influence of language, cultural and community orientation, and prior schooling experiences on learning in a new language. This course requires 15 hours of fieldwork with children in ENL settings. Permission required. Pre or Co-requisite EDE 709 or EBS 701

**Academic Career**

Graduate

**Liberal Arts**

No

**Permission Type**

Department Consent Required

### Credits

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### Course Title 2

**Literature in the Elementary School**

**Description**

A critical survey of the literature available for elementary school children, with special emphasis on the use of such material for enriching a basal reading program and/or serving in an individualized reading program.

**Academic Career**

Graduate

**Liberal Arts**

No

**Permission Type**

No Special Consent Required
*Course Title*
Science Instruction in the Elementary School, Advanced Course

*Department(s)*
Early Childhood & Childhood Education

*Description*
A course designed to supplement and extend the elementary school teacher's abilities in science teaching. Includes the detailed planning of several science units. Special attention is given to science demonstrations and laboratory work, including the assembly of apparatus and the presentation of the unit for class discussion.

*Academic Career*
Graduate

*Liberal Arts*
No

*Permission Type*
No Special Consent Required

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*Course Title*
Problems of Coordinating Science Instruction in the Elementary School

*Department(s)*
Early Childhood & Childhood Education

*Description*
A course designed to prepare resource teachers for coordinating sciences in the elementary schools. It will include a study of the objectives and content of elementary science curricula; training in the methods and techniques of elementary science teaching; demonstration and laboratory materials, textbooks, reference books, periodicals, and other teaching aids; the problems of ordering and storing science supplies; the use of audiovisual...

*Academic Career*
Graduate

*Liberal Arts*
No

*Permission Type*
No Special Consent Required

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**Credits**

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**Credits**

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Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
732
Course Title
Curriculum Development in Environmental Education for the Elementary School
Department(s)
Early Childhood & Childhood Education
Description
Study of the environment as an integrating theme in the elementary school curriculum. Physical, biological, psychological, and sociological environmental factors; their relationships and interrelationships are considered. Current trends and developments in curriculum, teaching techniques and materials, and community resources will be explored.
PREREQ: One year of a college laboratory science and one course in the social sciences.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
733
Course Title
Learning and Teaching Science and Music in Childhood Settings-Grades 1 to 6
Department(s)
Early Childhood & Childhood Education
Description
Exploration of the diverse ways in which children develop an understanding of the sciences and come to appreciate and create music in family, neighborhood, and school settings. Study of the approaches to the sciences and music documentation, and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. The course requires fieldwork with children in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: Competency Area I and Step 2. No student can receive credit for both EDE 733 and EDC 733.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 735
Course Title Family, School and Community Interaction in Childhood Contexts: Grades 1 to 6
Department(s) Early Childhood & Childhood Education
Description Study of a theoretical framework for developing skills among teachers to support parental involvement in the education of children at home and in varied childhood settings. Emphasis on culturally and economically diverse communities and relationships to community organizations. Ten hours of required fieldwork in childhood settings and community organizations serving diverse populations, action research, the appropriate use of media and technology, and the development of an academic portfolio. No student can receive credit for both EDE 735 and EDC 735.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 738
Course Title Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
Department(s) Early Childhood & Childhood Education
Description Exploration of ways that elementary school bilingual/multilingual, bicultural children, including children with special needs develop language and literacy in school settings. Exploration of approaches to literacy instruction and assessment in the languages of the school and the child’s home, including use of media and technology within an integrated curriculum to meet both standards for learning and standards of program quality. Exploration of the cross-linguistic effects of language on literacy learning for bi/multilingual children. Exploration of instructional approaches that sustain bi/multilingualism. Note: Eighteen hours of fieldwork in bilingual settings is required. Permission required. Pre or Co-requisite EDE 709 or EBS 701
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3
Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 739
Course Title Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
Department(s) Early Childhood & Childhood Education
Description Exploration of ways bilingual/multilingual children including children with special needs develop an understanding of basic human needs and interdependence in family, neighborhood and school settings. Exploration of approaches to social studies instruction and assessment in the languages of the school and the child’s home, including use of media and technology within an integrated curriculum to meet standards for learning. Approaches for sustaining bilingualism and biliteracy. Note: Eighteen hours of fieldwork in a bilingual setting is required. Permission required. Co / Pre-requisite EDE 709 or EBS 701
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 740
Course Title Studies in the Teaching of Elementary Mathematics, Advanced Course
Department(s) Early Childhood & Childhood Education
Description Teaching and learning problems in developing mathematical concepts and computational skills in the elementary and intermediate school years. Recent research and new programs in the teaching of elementary school mathematics.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Lehman College
Overview
Academic Institution
LEH01
Subject area EDE
Course Title Materials and Methods for Mathematics Education
Department(s) Early Childhood & Childhood Education
Description Development and use of mathematics laboratories and multimedia approaches for teaching elementary school mathematics.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 741
Course Title Supervision and Coordination of Elementary School Mathematics
Department(s) Early Childhood & Childhood Education
Description Development of elementary school mathematics programs including: the psychology of learning mathematics, testing and evaluation, selection of textbooks and other materials, and problems in supervision.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 742
Course Title Diagnosis of Difficulties in Learning Elementary School Mathematics
Department(s) Early Childhood & Childhood Education
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 743
Course Title Practicum in Developing Remedial Programs for Children Experiencing Difficulty in Learning Elementary Mathematics
Department(s) Early Childhood & Childhood Education
Description Using research for designing, implementing, and evaluating remedial elementary mathematics programs for children with specific difficulties in learning mathematics.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 745
Course Title Teaching Internship and Seminar I
Department(s) Early Childhood & Childhood Education
Description (For matriculated students in Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support of students via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 1
Maximum Units 1

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 746
Course Title Teaching Internship and Seminar II
Department(s) Early Childhood & Childhood Education
Description (For matriculated students in Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 1
Maximum Units 1

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 747
Course Title Teaching Internship and Seminar III
Department(s) Early Childhood & Childhood Education
Description (For matriculated students in Childhood Education who are not certified to teach but who assume teaching positions just prior to or at the outset of their second semester of matriculation.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 2
Maximum Units 2

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 748
Course Title Teaching Internship and Seminar IV
Department(s) Early Childhood & Childhood Education
Description (For matriculated students in Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 2
Maximum Units 2
Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
749
Course Title
Teaching Internship and Seminar V
Department(s)
Early Childhood & Childhood Education
Description
(For matriculated students in Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.

Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
750
Course Title
Studies in the Teaching of Elementary Social Studies, Advanced Course
Department(s)
Early Childhood & Childhood Education
Description
Teaching and learning problems in social studies programs in the elementary school. Recent research and new curricula in elementary social studies.

Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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### Overview

**Academic Institution**  
LEH01  
Subject area **EDE**  
Catalog Number 751  
Course Title  
Learning and Teaching Literacy and the Social Studies in Bilingual/Bicultural Childhood Settings- Gr  
Department(s) Early Childhood & Childhood Education  
Description  
Exploration in the diverse ways that bilingual, bicultural children develop language and literacy and an understanding of basic human needs and human interdependence in family, neighborhood, and school settings. Study of approaches to literacy and social studies documentation, and assessment and instructional strategies, in both native and second languages through media and technology as appropriate within an integrated curriculum. Requires fieldwork with children in childhood bilingual settings, action research, and development of academic portfolio. PREREQ: Competency Area I and Step 2. No student can receive credit for both EDE 751 and EDC 730.  
Academic Career Graduate  
Liberal Arts No  
Permission Type No Special Consent Required

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### Overview

**Academic Institution**  
LEH01  
Subject area **EDE**  
Catalog Number 752  
Course Title  
Learning and Teaching Literacy and the Social Studies in Childhood Settings Grades 1 to 6  
Department(s) Early Childhood & Childhood Education  
Description  
Exploration of the diverse ways in which children develop language and literacy and an understanding of basic human needs and human interdependence in family, neighborhood, and school settings. Study of approaches to literacy and social studies documentation, and assessment and instructional strategies, through media and technology as appropriate within an integrated curriculum. Requires fieldwork with children in childhood settings with diverse populations, integrative seminar, action research, development of an academic portfolio. PREREQ: Competency Area I and Step 2. No student can receive credit for both EDE 752 and EDC 731.  
Academic Career Graduate  
Liberal Arts No  
Permission Type No Special Consent Required

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Lehman College
Overview
Academic Institution
LEH01
Subject area	Catalog Number
EDE	753
Course Title
Learning and Teaching Mathematics and Art in Childhood Settings- Grades I-VI
Department(s)
Early Childhood & Childhood Education
Description
Exploration of the diverse ways in which children develop an understanding of mathematical concepts and the appreciation of art in family, neighborhood, and school settings. Study of approaches to mathematics assessment and documentation of children's development in mathematics and art to insure the continuous development of problem-solving processes and expression of ideas in both mathematics and art. Construction of meaning through instructional opportunities that support the intellectual and social development of diverse learners, using appropriate tools from media and technology, concrete materials, drawings, and diagrams, analogy, and modeling. Course requires fieldwork with children in childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: Competency Area I and Step 2. No student can receive credit for both EDE 753 and EDC 732. Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area	Catalog Number
EDE	755
Course Title
Advanced Methods of Teaching Music in the Elementary School
Department(s)
Early Childhood & Childhood Education
Description
Development of techniques for integrating music into the K-6 curriculum; teaching elements of music, recorder, keyboard; a variety of music education philosophies and methodologies including Kodaly and Orff; writing and producing assembly programs for and with students; extensive repertoire of songs, musical games, and comprehensive units for elementary school years. PRE- or COREQ: Preadmission to the M.A.T. program in music education; or permission of the Graduate Adviser in Music Education. Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 756
Course Title Teacher as Researcher
Department(s) Early Childhood & Childhood Education
Description Continued development and utilization of action research skills appropriate to a particular area of specialization in childhood, culminating in a written capstone project. Required state certification student teaching assessments supported through the course. This is a credit-bearing course that will use a Pass/No Pass grading basis. PREREQ: EDE 721, EDE 722 and six methods courses. COREQ: EDE 783. No student can receive credit for both EDE 756 and EDC 756.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 757
Course Title Ethics and Professionalism in Childhood Teaching
Department(s) Early Childhood & Childhood Education
Description Study of the childhood teaching profession, its multiple historical, philosophical, and social foundations. Analysis of teaching practices through the use of self-assessment as a form of evaluation and professional portfolio development. Examination of the purpose and meaning of teaching and the contributions made to the profession through analysis of their own teaching experiences.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 758
Course Title Intensive Teaching Internship and Seminar I
Department(s) Early Childhood & Childhood Education
Description (For matriculated students in Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice. PREREQ: Matriculated status. (For matriculated students in Childhood Education who are not certified to teach but who hold teaching positions.) Observation, evaluation, assessment, and structured support via interaction with peers and Lehman faculty around day-to-day, on-site classroom teaching practice.
Academic Career Graduate Liberal Arts
Permission Type No
Department Consent Required

Credits

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</table>
Lehman College

Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDE  760
Course Title
Second-Language Learning and Teaching in Elementary School
Department(s)
Early Childhood & Childhood Education
Description
The psychological principles of second-language learning and their
application to teaching in the elementary school, with emphasis on
the language development of preadolescent school children.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
Catalog Number
EDE  761
Course Title
Teaching English as a Second Language in Elementary School
Department(s)
Early Childhood & Childhood Education
Description
Implications of the nature of language for the teaching of English to
elementary school children who are non-native speakers. The
development and evaluation of audiolingual skills, reading, and
writing, with emphasis on the phonology, structure, and vocabulary
of the language. Interrelationships of language and culture.
Organization and selection of learning materials suitable for
elementary school.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area: EDE
Catalog Number: 762
Course Title: Workshop in the Teaching of Foreign Languages in the Elementary Schools I and II
Department(s): Early Childhood & Childhood Education
Description: Consideration of the objectives, materials, and methods in the teaching of foreign languages to elementary school children through the study of existing literature. Discussion of problems relating to the integration of the foreign language with the total school curriculum. (II.) Practice in the preparation of materials and the development of methods suitable to the participant's school situation
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3
Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
764
Course Title
Mainstreaming in the Elementary Classroom
Department(s)
Early Childhood & Childhood Education
Description
Curriculum planning and management of programs for exceptional children in N-6 classroom settings. Analyzing student needs, designing goals, program planning, and testing, with emphasis on mainstreaming and implementation of individualized education programs in a self-contained classroom.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
765
Course Title
Aesthetic Education in the Elementary School
Department(s)
Early Childhood & Childhood Education
Description
Development of perceptual awareness of works of art and events in the art world: art, music, dance/movement, drama, and nature-made environment (reacting to, appreciating, and evaluating). Exploration of approaches for incorporating aesthetic education in elementary school curricula.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 768
Course Title Education Workshop for Teachers of Children of Puerto Rican Origin in the Elementary School
Department(s) Early Childhood & Childhood Education
Description A workshop to help elementary school teachers deal with the situations and problems arising in their actual school experiences. Emphasis will be on the preparation, demonstration, and discussion of instructional materials needed for developing communication skills and orientation concepts in newcomers of Puerto Rican origin within the existing organizational and curricular patterns of the elementary school.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
EDE

**Course Title**
Educational Tests and Measurements for Elementary School

**Department(s)**
Early Childhood & Childhood Education

**Description**
Systematic introductory course for graduate students. The fundamentals of interpreting elementary school test scores. The writing of objective test items for elementary school, methods of evaluating tests for use in the elementary classroom, and up-to-date instruments for testing aptitude and achievement in elementary students.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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### Credits

**Overview**

**Academic Institution**
LEH01

**Subject area**
EDE

**Catalog Number**
775

**Course Title**
Problems of Elementary Education in Metropolitan Areas

**Department(s)**
Early Childhood & Childhood Education

**Description**
Social structures of urban life and their impact on the problems and future forms of the urban elementary school. Critical examination from a variety of viewpoints of major issues arising from urbanization in curriculum, methods, pupil achievement, and organization of the elementary school.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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### Credits

**Overview**

**Academic Institution**
LEH01

**Subject area**
EDE

**Catalog Number**
776

**Course Title**
Special Studies in Elementary Education

**Department(s)**
Early Childhood & Childhood Education

**Description**
(May be repeated for up to 6 credits with permission of Graduate Adviser as the topic changes.) Investigation of specific developments, problems, or practices in the field of elementary education. Topics and credits will vary and be announced each semester.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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### Credits

**Overview**

**Academic Institution**
LEH01

**Subject area**
EDE

**Catalog Number**
777

**Course Title**
Using the Computer in the Classroom

**Department(s)**
Early Childhood & Childhood Education

**Description**
Exploration of the uses of the computer within the elementary school curriculum, including computer-assisted and computer-managed instruction, word processing, file handling, simulation, and inference testing. Instruction-enhancing use of commercial and teacher-developed materials.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area  EDE
Catalog Number  780
Course Title  Comparative Education
Department(s)  Early Childhood & Childhood Education
Description  Comparative study of school organization, curricular practices, and contemporary educational problems in selected foreign countries. Special attention will be given to the study of issues that have cross-cultural dimensions.
Academic Career  Graduate
Liberal Arts  No
Permission Type  No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area  EDE
Catalog Number  781
Course Title  Advanced Studies in Comparative and International Education
Department(s)  Early Childhood & Childhood Education
Description  Intensive and specialized studies in selected systems of education, using appropriate methodologies in comparative education. Review and evaluation of the work of bilateral and international technical assistance for educational development.
Academic Career  Graduate
Liberal Arts  No
Permission Type  No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
EDE
Catalog Number
782
Course Title
Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
Department(s)
Early Childhood & Childhood Education
Description
The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in bilingual/multicultural settings that include students with disabilities and students of different childhood age/grade levels (grades 1 to 6), with particular emphasis on the bilingual classroom. Student teachers are required to spend five full days each week in their school placement. PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Academic Career
Graduate Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 784
Course Title Supervised Student Teaching Internship: Grades 1-6
Department(s) Early Childhood & Childhood Education
Description
Collaboration between college and school partners to provide opportunities for uncertified teachers in the classroom to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices in the teachers' current setting supervised by college faculty. PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.

Academic Career
Graduate
Liberal Arts
No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 788
Course Title Fundamentals of Curriculum Development
Department(s) Early Childhood & Childhood Education
Description
Introduction to the philosophy, psychology, and theory underlying a variety of approaches to the curriculum in the elementary school (N-6). Analysis of curricula in different subject areas, using a variety of models.

Academic Career
Graduate
Liberal Arts
No
Permission Type No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 789
Course Title Workshops in Curriculum Design
Department(s) Early Childhood & Childhood Education
Description
(May be reelected for credit, with the Graduate Adviser’s permission, when the topic changes.) Theoretical and practical approaches to design of curricula in early childhood and elementary education. NOTE: Curriculum areas announced each semester.

Academic Career
Graduate
Liberal Arts
No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 790
Course Title Workshops in Curriculum Materials Development
Department(s) Early Childhood & Childhood Education
Description
(May be reelected for credit, with the graduate adviser’s permission, when the topic changes.) Preparation and development of instructional materials for curricula in early childhood and elementary education. NOTE: Curriculum areas announced each semester.

Academic Career
Graduate
Liberal Arts
No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 791
Course Title Seminar in Problems of Elementary Education
Department(s) Early Childhood & Childhood Education
Description Seminar on problems of curriculum design and organization in early childhood and elementary education, with emphasis on issues arising in actual teaching experience.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area EDE
Catalog Number 792
Course Title Developing In-Service Programs for Early Childhood and Elementary Education
Department(s) Early Childhood & Childhood Education
Description Planning, organizing, implementing, and evaluating training programs in schools, districts, and municipalities. Students will carry out field assignments.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
EDE
Course Title
Curriculum Planning and Management for Elementary Education
Department(s)
Early Childhood & Childhood Education
Description
A course in planning and managing curriculum for entire schools or school districts. Analyzing student needs, defining goals, organizing sequences for instruction, and evaluating curriculum coordination and leadership.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
EDE
Course Title
Supervised Student Teaching: Grades 1 to 6
Department(s)
Early Childhood & Childhood Education
Description
The student teaching experience will be conducted collaboratively with college, school, and community partners in providing opportunities for prospective teachers to continue to establish best professional practices developed in the Certification Sequence and successfully evaluate the outcomes of those practices. The clinical experience will take place in multicultural settings that include students with disabilities and students of different childhood age/grade levels (Grades 1 to 6). Student teachers are required to spend five full days each week in their school placement. PREREQ: EDE 721, EDE 722, and 12 credits of methods courses. COREQ: EDE 783.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3
Overview

Academic Institution
LEH01
Subject area EDE
Catalog Number 796

Course Title
Advanced Student-Teaching Internship in Elementary School

Department(s)
Early Childhood & Childhood Education

Description
An advanced course in student teaching in the elementary school, with an opportunity for increased participation in teaching and other school activity. Applicants will be required to meet acceptable standards of health, character, and personality and to demonstrate a command of English, both written and oral, to meet the demands of the teacher's calling.

Academic Career
Graduate

Liberal Arts
No

Permission Type
No Special Consent Required

Credits

Minimum Units 2
Maximum Units 2

Overview

Academic Institution
LEH01
Subject area EDE
Catalog Number 797

Course Title
Advanced Student-Teaching Internship in Elementary School

Department(s)
Early Childhood & Childhood Education

Description
An advanced course in student teaching in the elementary school, with an opportunity for increased participation in teaching and other school activity. Applicants will be required to meet acceptable standards of health, character, and personality and to demonstrate a command of English, both written and oral, to meet the demands of the teacher's calling.

Academic Career
Graduate

Liberal Arts
No

Permission Type
No Special Consent Required

Credits

Minimum Units 2
Maximum Units 2
Earth, Environ&Geospatial Sci Department

The Department of Earth, Environmental, and Geospatial Sciences offers courses designed to meet the needs of students in the programs in Elementary Education and Secondary School Education, Social Studies (Geography), and Earth Science and General Science (Geology and Weather and Climate).

The EEGS Department also offers a Master's of Science in Geographic Information Science (MS-GISc) and an Advanced Certificate in GISc. The MS-GISc Program leads to a Master's of Science in GISc, and requires 40 credits of coursework. The program is intended to prepare students to meet the demands and challenges of theoretical and applied research, planning, and management careers in the field of geospatial sciences and the affiliated disciplines of public health, environmental analysis, conservation and natural resource management, epidemiology, ecology, urban planning, hazard and risk assessment, emergency response, demographics, criminal justice, homeland security, public policy and administration, transportation planning, engineering, international relief organizations, and geomatic technologies.

The curriculum of the MS-GISc program is comprised of three key elements: 4 core courses (14 credits), 5-6 electives (18 credits), and an 8-credit capstone research experience, with options for either a traditional Master's Thesis, or a combination of an applied research project and professional experience through an internship, (PEAR option –Professional Experience and Applied Research-PSM) for a total of 40 credits to complete the degree.

The MS-GISc (PEAR Option) is recognized as a Professional Science Master's (PSM) Program by the National PSM Association.

The Advanced Certificate in Geographic Information Science (GISc) consists of 17-20 credits of graduate-level coursework, and builds on the strengths of Lehman's Masters of Science Program in GISc (MS-GISc). This Certificate is designed to attract and prepare professionals in the New York City metropolitan region and beyond who work in the various fields involving spatial information, such as urban planning, environmental management, public health, engineering, and sustainable development, for new or augmented careers incorporating GISc. It is intended to give the students the opportunity to develop or upgrade their skills and knowledge of GISc especially as applied to their particular fields. The GISc Certificate Program courses also can be applied toward the MS-GISc graduate degree if the courses comply with the College's transfer of credit or change of degree policies.

Doctoral Program Participation - The Department of Earth, Environmental, and Geospatial Sciences (EEGS) participates in the Earth and Environmental Sciences doctoral program and the Public Health doctoral program of the Graduate School and University Center of The City University of New York. A description of these programs, including admission requirements, may be found in the Bulletin of The Graduate School of The City University of New York. The CUNY Graduate Center offers courses and research training leading to the Ph.D. degree in Earth and Environmental Sciences, and the DPH in Public Health. The EEGS Department offers doctoral level courses in these programs taught at Lehman College, through the CUNY Graduate Center. Students in CUNY Doctoral Programs may obtain the Advanced Certificate in GISc as an "en route" diploma to the doctoral degree.
### Programs Overview

**Institution Code**
LEH01

**Official Name of Program**
Geographic Information Science

**Plan Code**
GIS-MS

**Career**
Graduate

**Degree Designation**
MS - Master of Science

### Requirements

**Simple Requisites**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Earn at least 40 credits</td>
</tr>
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**Major Requirements - Overall**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td></td>
<td>Earn at least 14 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- GEP505 - Principles of Geographic Information Science</td>
</tr>
<tr>
<td></td>
<td>- GEP605 - Special Topics in Geographic Information Systems</td>
</tr>
<tr>
<td></td>
<td>- GEP621 - Principles and Applications in Remote Sensing</td>
</tr>
<tr>
<td></td>
<td>- GEP630 - Geostatistics and Spatial Analytical Concepts</td>
</tr>
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</table>

**Major Requirements - Core Courses**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td></td>
<td>- GEP605 - Special Topics in Geographic Information Systems</td>
</tr>
<tr>
<td></td>
<td>- GEP690 - Workshop in Geographic Information Science (GISc) Research</td>
</tr>
<tr>
<td></td>
<td>Earn at least 9 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- GEP504 - Basic Mapping Applications and Analysis</td>
</tr>
<tr>
<td></td>
<td>- GEP505 - Principles of Geographic Information Science</td>
</tr>
<tr>
<td></td>
<td>- GEP602 - Biogeography and GISc</td>
</tr>
<tr>
<td></td>
<td>- GEP664 - Spatial Database Management</td>
</tr>
<tr>
<td></td>
<td>- GEP680 - Emerging Issues and Methods in Geographic Information Science</td>
</tr>
<tr>
<td></td>
<td>- GEP606 - Raster Analysis</td>
</tr>
<tr>
<td></td>
<td>- GEP620 - Demography and Population Geography with GISc</td>
</tr>
<tr>
<td></td>
<td>- GEP635 - Natural Hazards and Risk Analysis with GIS</td>
</tr>
<tr>
<td></td>
<td>- GEP640 - Urban Geography and Geographic Information Sciences (GISc)</td>
</tr>
<tr>
<td></td>
<td>- GEP641 - Digital Image Analysis</td>
</tr>
<tr>
<td></td>
<td>- GEP660 - Geovisualization and Analytical Cartography</td>
</tr>
<tr>
<td></td>
<td>- GEP662 - Introduction to Programming for GISc</td>
</tr>
<tr>
<td></td>
<td>- GEP675 - Data Acquisition and Integration Methods for GIS Analysis</td>
</tr>
</tbody>
</table>

**Major Requirements - Electives**

<table>
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<tr>
<th>Type</th>
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<tbody>
<tr>
<td></td>
<td>Earn at least 18 credits from the following:</td>
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<td></td>
<td>- GEP505 - Principles of Geographic Information Science</td>
</tr>
<tr>
<td></td>
<td>- GEP605 - Special Topics in Geographic Information Systems</td>
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</tbody>
</table>

### Overview

**Institution Code**
LEH01

**Official Name of Program**
Geographic Information Science

**Plan Code**
GISC-ADVCT

**Career**
Graduate

**Degree Designation**
ADVCERPB - Advanced Certificate Post Baccalaureate

### Requirements

**Simple Requisites**

<table>
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<tr>
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</table>

**Major Requirements - Admission**

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td></td>
<td>a minimum of 3.0 GPA in previous coursework at the post-secondary level;</td>
</tr>
<tr>
<td></td>
<td>submission of all undergraduate and/or graduate transcripts;</td>
</tr>
<tr>
<td></td>
<td>submission of academic or professional letters of recommendation (two minimum);</td>
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<tr>
<td></td>
<td>a current CV; and</td>
</tr>
<tr>
<td></td>
<td>a personal essay or statement about your interest in GISc and the MS-GISc Program at Lehman College.</td>
</tr>
</tbody>
</table>

**Major Requirements - Overall**

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<td></td>
<td>Earn at least 17 credits</td>
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**Major Requirements - Core Courses**

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</tbody>
</table>
**Major Requirements - Capstone Experience**

**Type**
- Earn at least 8 credits

**Completion Requirement**
- Complete ALL of the following Courses:
  - GEP695 - Thesis Research in GISc

**PEAR Option (PSM)**
- Complete ALL of the following Courses:
  - GEP690 - Workshop in Geographic Information Science (GISc) Research
  - AND GEP670 - Seminar and Internship Program in Geography

- The MS-GISc Program at Lehman has been officially recognized as a Professional Science Master’s (PSM) by the National PSM Association (NPSMA). The NPSMA describes PSM programs as follows: "The Professional Science Master’s (PSM) is an innovative, new graduate degree designed to allow students to pursue advanced training in science or mathematics, while simultaneously developing workplace skills highly valued by employers. PSM programs consist of two years of academic training in an emerging or interdisciplinary area, along with a professional component that may include internships and "cross-training" in workplace skills, such as business, communications, and regulatory affairs. All have been developed in concert with employers and are designed to dovetail into present and future professional career opportunities." (from [http://www.scienecmasters.com/](http://www.scienecmasters.com/))

- Completion of the PEAR Option of the MS-GISc fulfills the requirements for the PSM.
Overview

Academic Institution
LEH01
Subject area
GEH
Course Title
Principles of Geography
Department(s)
Earth, Environmental and Geospatial Sciences
Description
(Not open to students who have had an introductory course in principles of geography.) Distribution and characteristics of the elements of the natural and cultural environment and analysis of their interrelationships. NOTE: GEH 501 is required of students in the Secondary School Social Studies Curriculum, unless they have had an introductory course in principles of geography.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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</table>

Overview

Academic Institution
LEH01
Subject area
GEH
Course Title
World Regional Geography
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Study of each of the world’s major regions, characteristics of homogeneity, and attributes of each region, including physical environment, population, culture, agriculture, economic development, urbanization, and political geography.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

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</table>

Overview

Academic Institution
LEH01
Subject area
GEH
Course Title
Geographic Interpretation of World Affairs
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Analysis of the geographic influences of the world’s political, social, and economic problems.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

<table>
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<tbody>
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<td>3</td>
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</table>

Overview

Academic Institution
LEH01
Subject area
GEH
Course Title
Conservation of Natural Resources
Department(s)
Earth, Environmental and Geospatial Sciences
Description
The physical and human resources of the world and the needs and methods for their conservation.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area  GEH
Catalog Number  614
Course Title  Economic Geography
Department(s)  Earth, Environmental and Geospatial Sciences
Description  Geographic analysis of the major economic activities of the world.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  No Special Consent Required

Credits
Minimum Units  4
Maximum Units  4

Overview
Academic Institution
LEH01
Subject area  GEH
Catalog Number  621
Course Title  The Geography of the U.S. and Canada
Department(s)  Earth, Environmental and Geospatial Sciences
Description  An introduction to the physical geography, natural resources, population and urban distribution, cultural patterns, and economic geography of the U.S. and Canada. Attention given to changes being brought about by the North American Free Trade Act.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  No Special Consent Required

Credits
Minimum Units  3
Maximum Units  3

Overview
Academic Institution
LEH01
Subject area  GEH
Catalog Number  622
Course Title  The Geography of Latin America
Department(s)  Earth, Environmental and Geospatial Sciences
Description  An introduction to the physical geography and natural resources, population and urban distribution, cultural patterns, and economic geography of Latin America.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  No Special Consent Required

Credits
Minimum Units  3
Maximum Units  3

Overview
Academic Institution
LEH01
Subject area  GEH
Catalog Number  624
Course Title  The Geography of Asia
Department(s)  Earth, Environmental and Geospatial Sciences
Description  An introduction to the physical geography and natural resources, population and urban distribution, cultural patterns, and economic geography of Asia.
Academic Career  Graduate
Liberal Arts  Yes
Permission Type  No Special Consent Required

Credits
Minimum Units  3
Maximum Units  3
Overview
Academic Institution
LEH01
Subject area GEH
Catalog Number 625
Course Title
The Geography of Western Europe
Department(s)
Earth, Environmental and Geospatial Sciences
Description
An introduction to the physical geography and natural resources, population and urban distribution, cultural patterns, and economic geography of Western Europe.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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Overview
Academic Institution
LEH01
Subject area GEH
Catalog Number 626
Course Title
The Geography of Eastern Europe and the Former Soviet States
Department(s)
Earth, Environmental and Geospatial Sciences
Description
An introduction to the physical geography and natural resources, population and urban distribution, cultural patterns, and economic geography of Eastern Europe and the former Soviet States.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
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Overview
Academic Institution
LEH01
Subject area GEH
Catalog Number 630
Course Title
Geography of the New York Metropolitan Area
Department(s)
Earth, Environmental and Geospatial Sciences
Description
The location, terrain, harbor, climate, and other aspects of the geographic base on which the New York metropolitan area has developed. Relationship of these factors to the genesis, growth, spatial characteristics, and problems of human occupancy.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area GEO
Catalog Number 501
Course Title
Earth Processes
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Processes interconnecting the spheres of the Earth system. The materials and structure of the Earth and the major biogeochemical cycles. COREQ: GEO 509.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
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<tr>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
GEO
Catalog Number
502
Course Title
Earth History
Department(s)
Earth, Environmental and Geospatial Sciences
Description
The geological history of the Earth system. Hypothesis of Earth’s origin; major events and changes in paleogeography, climate, and the evolution of life through geologic time as preserved in the rock and fossil records.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
GEO
Catalog Number
503
Course Title
Geologic Field Methods
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Methods of geologic mapping. Classroom work and fieldwork.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
GEO
Catalog Number
504
Course Title
Fossils, Time, and Evolution
Department(s)
Earth, Environmental and Geospatial Sciences
Description
The morphology, preservation, and interpretation of key fossils.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
GEO
Catalog Number
509
Course Title
Earth Processes Laboratory
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Study of important minerals and rocks, geologic time, maps, seismicity, plate tectonics. COREQ: GEO 501.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
1
1
Overview
Academic Institution
LEH01
Subject area  Catalog Number
GEO  510
Course Title
Earth History Laboratory
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Study of important scientific method, minerals and rocks, fossils, relative and absolute dating, stratigraphic correlation, and geologic history. COREQ: GEO 502.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
1  1

Overview
Academic Institution
LEH01
Subject area  Catalog Number
GEO  528
Course Title
Weather and Climate
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Study of atmospheric phenomena and weather instruments and a general introduction to meteorological processes. Description and explanatory analysis of the climates of the Earth.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
4  4

Overview
Academic Institution
LEH01
Subject area  Catalog Number
GEO  580
Course Title
Topics in Geology
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Study of a range of introductory topics in Geology including plate tectonics, rock cycle, regional geology and earth evolution. Topic to be determined by instructor and approved by program advisor/director. COREQ: GEO 581.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  Catalog Number
GEO  581
Course Title
Topics in Geology, Laboratory
Department(s)
Earth, Environmental and Geospatial Sciences
Description
In-class laboratory or field experience aligned with and determined by topic selected for GEO 580 Introductory Studies in Geology. COREQ: GEO 580.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
1  1
Overview
Academic Institution
LEH01
Subject area GEO
Catalog Number 601
Course Title Earth Systems Science for Educators
Department(s) Earth, Environmental and Geospatial Sciences
Description Introduction to earth systems science from the perspectives of systems components' origin, evolution, structure, and composition; presentation of the dynamic processes that link them. The course is designed for science education students seeking New York State teaching certification in earth science, grades 7-12. It takes a standards-based, hands-on approach to presenting content and pedagogy in parallel. (Fieldwork hours required.)
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 4
Maximum Units 4

Overview
Academic Institution
LEH01
Subject area GEO
Catalog Number 603
Course Title Global Plate Dynamics
Department(s) Earth, Environmental and Geospatial Sciences
Description Plate tectonics as a unifying theory for the dynamic processes that connect the exterior and interior of the planet and shape its surface. Plate boundary characteristics, driving mechanisms, plate motion, relationships to climate and biodiversity, and global implications for the Earth system. Laboratories include geologic map study and techniques of measuring, plotting, and interpreting structural and plate motion data.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 4
Maximum Units 4
Overview
Academic Institution
LEH01
Subject area  Catalog Number
GEO  605
Course Title
Advanced Earth and Environmental Science with Geographic Information Systems (GIS)
Department(s)
Earth, Environmental and Geospatial Sciences
Description
This course explores earth and environmental sciences using advanced GIS applications and concepts, including environmental modeling and spatial analysis of landslides, earthquakes, soil erosion, stream sedimentation, groundwater flow, ecosystem stability, global climate change, and other earth processes.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area  Catalog Number
GEO  645
Course Title
Earth Materials and Resources
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Fundamentals of mineralogy and petrology with a focus on common rock-forming minerals, crystal structure, mineral and rock identification, soil, water, and other natural resources within the context of biogeochemical cycles.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
GEP  501
Course Title
Weather and Climate
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Study of atmospheric phenomena and weather instruments and a general introduction to meteorological processes. Description and explanatory analysis of the climates of the earth.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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</table>
Overview
Academic Institution
LEH01
Subject area	Catalog Number
GEP	504
Course Title
Basic Mapping Applications and Analysis
Department(s)
Earth, Environmental and Geospatial Sciences
Description
This course provides a focus on mapping: how to use maps to obtain information about a wide variety of topics and how to create maps to display and analyze both quantitative and qualitative data. Discussions include mental maps, aerial photos, remotely sensed images, computer-assisted cartography, and Geographical Information Systems (GIS). Laboratory work includes digital map applications and GIS mapping exercises.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area	Catalog Number
GEP	505
Course Title
Principles of Geographic Information Science
Department(s)
Earth, Environmental and Geospatial Sciences
Description
The use of Geographic Information Systems in the teaching of social, earth, and life sciences. Demographic studies and graphic presentation of demographic analyses. The use of modern mapping techniques in studies of the Earth Environment. Prerequisite: GEO 501 or GEH 501 or Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
530
Course Title
Urban Environmental Management
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Review of issues and problem-solving techniques for critical environmental concerns in the urban habitat, covering the key elements of urban environmental infrastructure, pollution and its effects on human health, environmental planning and policymaking, and the regulatory framework of environmental protection.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
--- | ---
3 | 3

Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
602
Course Title
Biogeography and GISc
Department(s)
Earth, Environmental and Geospatial Sciences
Description
The methods and techniques used to examine the past and current distribution of organisms, in the context of geophysical, evolutionary, and ecological processes. Study of the geographic ranges of living organisms and discussion of numerous relevant topics. Lab work will provide students with hands-on experience using GISc to explore such concepts as species distribution, island biogeography, and community fragmentation.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
--- | ---
4 | 4
Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
605
Course Title
Special Topics in Geographic Information Systems
Department(s)
Earth, Environmental and Geospatial Sciences
Description
May be reelected when topic changes, for a maximum of 8 credits. Use of Geographic Information Systems for conducting research and spatial analyses in the natural and social sciences. The advanced use of computer mapping and spatial analysis technologies for studying the physical and human components of the earth’s environment.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
606
Course Title
Raster Analysis
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Focusing on the structure and the various ways in which raster data can be created, modified, and analyzed using a Geographic Information System (GIS). Topics include surface analysis, multi-criteria/multi-objective evaluation, and map algebra. The course combines lectures with weekly laboratory exercises designed to apply the concepts from the lectures and to develop students’ expertise with GIS processing software. PREREQUISITE: GEP 505 or instructor’s permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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<th>Minimum Units</th>
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Overview
Academic Institution
LEH01
Subject area GEP
Catalog Number 610
Course Title Spatial Analysis of Urban Health
Department(s) Earth, Environmental and Geospatial Sciences
Description This course focuses on urban health issues using a geographical framework and covers topics such as the historical perspective of health, place, and society; mapping and measuring health and health impacts; the social and spatial patterning of health; the geography of health inequalities and disparities; health and social/spatial mobility; and the effects of urban segregation, overcrowding, and poverty on disease. Current research, as well as the seminal early works on the geographies of health, will be reviewed. Geographic Information Science will be used in the laboratory exercises to illustrate the theoretical concepts and to produce worked examples of health geography.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
620
Course Title
Demography and Population Geography with GISc
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Course examines the world's population in the context of geography and demography. The theoretical framework, defined by the fields of population geography and demography, will be studied and explored qualitatively and quantitatively. Data sources and acquisition, population metrics (growth, change distribution, and composition), population and food supply, mortality, fertility, and migration. Lab work will provide students with hands-on experience using GISc to explore demographic concepts. Prerequisite: NONE
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
621
Course Title
Principles and Applications in Remote Sensing
Department(s)
Earth, Environmental and Geospatial Sciences
Description
In this course, students will learn the fundamental concepts and principles of electromagnetic theory in remote sensing, becoming familiar with the characteristics, capabilities, and limitations of past, current, and planned future remote sensing systems, and develop practical skills in interpreting aerial photographs, satellite optical remote sensing data, and thermal and radar imagery. Students will also be exposed to a wide variety of applications in environmental mapping and monitoring, natural resources management, urban and regional planning, and global change research. Weekly assignments will be provided to develop skills in interpreting different types of images. A term project will be required to make use of remotely sensed data and digital image processing capabilities in one particular area of application.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits

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<th>Minimum Units</th>
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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
630
Course Title
Geostatistics and Spatial Analytical Concepts
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Emerging fields of geostatistics and spatial analysis, applying quantitative techniques to real-world geographic problems. Exploratory spatial data analysis (ESDA) within multiple GIS packages such as ArcGIS and GeoDa. Traditional statistics as well as geostatistics within various packages including SPSS, GWRIII, GeoDa, ArcGIS, [R], and Excel.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
631
Course Title
Advanced Remote Sensing
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Advanced processing and analysis of satellite remote sensing imagery with an emphasis on change detection, advanced image classification methods, and the integrated use of remote sensing and Geographic Information Systems (GIS) in geographical analysis. The course combines lectures with weekly laboratory exercises designed to apply the concepts from the lectures and develop students' expertise with remote sensing processing software. PREREQUISITE: GEP 621 or instructor's permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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</table>
Lehman College

Overview
Academic Institution
LEH01
Subject area
GEP
Course Title
Environmental Health and Geographic Information Sciences (GISc)
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Exploration of the field of environmental health, with special emphasis on spatial factors, medical geography, and the use of Geographic Information Science (GISc) to analyze relevant relationships between environmental impacts, diseases, demographics, socio-economic conditions, and the implications on public health and policy. Lab work uses GISc to examine and analyze environmental health, population, and natural and built environmental data.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
GEP
Course Title
Natural Hazards and Risk Analysis with GIS
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Fundamentals of the natural hazards and disasters origin; physical and social implications; methods of quantitative and qualitative analysis; elements of geographic, geological, social and political analysis applied to risk estimation and mitigation and management measures. Use of Geographic Information Systems (GIS) tools and analytical techniques in lab exercises and assignments.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area GEP
Catalog Number 640
Course Title Urban Geography and Geographic Information Science (GISc)
Department(s) Earth, Environmental and Geospatial Sciences
Description This course covers the contribution of geographical concepts and methods to an understanding of contemporary and future urban issues. It applies the use of GISc to the study of the internal structure of cities and urban systems, including city dynamics, classic and postmodern models, central place theory, urban migration and mobility, race, ethnicity, and gender, urban migration, poverty, industrial and post-industrial urban societies, residential segregation, land use change, gentrification, urban and suburban sprawl, housing, urban environmental issues, and regional planning. Lab work involves using GISc to explore the form and function of urban areas, and to solve critical urban problems using spatial analysis.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area GEP
Catalog Number 641
Course Title Digital Image Analysis
Department(s) Earth, Environmental and Geospatial Sciences
Description Introduction to digital image analysis: Application of digital analysis techniques to remote sensing data including mapping of land cover, land use, vegetation, geology, soil, built-up area, agricultural land and forest. Digital image analysis techniques will include image processing, transformation, registration and classification using industry standard digital image analysis software. Advantages and limitations of digital image analysis techniques will be discussed.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Objective:

**Overview**

**Academic Institution**

LEH01

**Subject area**

GEP

**Catalog Number**

645

**Course Title**

Water Resources, Hydrology, and GISc Analysis

**Department(s)**

Earth, Environmental and Geospatial Sciences

**Description**

Principles of hydrology and water resources; analysis of hydrologic data using open-source and commercial Geographic Information Systems (GIS). Statistical and spatial analysis, mapping of critical hydrologic conditions, coupling GIS with hydrologic data analysis and modeling. Prerequisite: GEP504 or GEP505

**Academic Career**

Graduate

**Liberal Arts**

No

**Permission Type**

No Special Consent Required

**Credits**

Minimum Units: 4

 Maximum Units: 4

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**Overview**

**Academic Institution**

LEH01

**Subject area**

GEP

**Catalog Number**

660

**Course Title**

Geovisualization and Analytical Cartography

**Department(s)**

Earth, Environmental and Geospatial Sciences

**Description**

Creating maps using advanced Geographic Information Science (GISc) techniques with a focus on understanding cartographic conventions and principles of good cartographic design, and analysis of complex spatial data through geovisualization methods. Maps will be studied critically in terms of their creation, interpretation, and relationship to space and place. PREREQ: GEP 504, or GEP 505, or instructor's permission.

**Academic Career**

Graduate

**Liberal Arts**

Yes

**Permission Type**

No Special Consent Required

**Credits**

Minimum Units: 4

 Maximum Units: 4
Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
662
Course Title
Introduction to Programming for GISc
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Programming and scripting for Geographic Information Science (GISc) with a focus on applying programming methods to answer geographic questions. Students will learn how to use programming to automate geoprocessing tasks and develop new analytical tools. PREREQ: GEP 505 or instructor's permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
664
Course Title
Spatial Database Management
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Spatial Database Management with a focus on managing spatial data within a relational database in a Geographic Information System. Topics include relational database concepts; Structured Query Language (SQL); spatial database creation and management; database security management; data integrity maintenance; database model spatial relationships; and work within a multiuser editing environment. PREREQUISITE: GEP 505 or instructor's permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
GEP
Course Title
Seminar and Internship Program in Geography
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Current issues in Geographic Information Science (GISc), with weekly work as an intern in one of various governmental, non-profit, academic, or consulting organizations. Minimum 150 hours of GISc-related project work. This course may be repeated for a total of 8 credits. Prerequisite: GEP 505 or Department Permission
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
680
Course Title
Emerging Issues and Methods in Geographic Information Science
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Current and innovative issues, technologies, and methods in the field of Geographic Information Science. Topics change from term to term, and might include ethics in GISc; critical cartography; and new technologies for analysis. PREREQUISITE: GEP 505 or instructor's permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
689
Course Title
Methods Seminar in Geographic Information Science (GISc)
Department(s)
Earth, Environmental and Geospatial Sciences
Description
Current methods in the field of Geographic Information Science. The nature of scientific research, defining geographic problems, issues of scale and resolution, research design, scientific literature review, acquisition of relevant data, capturing information and mapping in GIS, analysis and interpretation of data, presenting scientific findings in written and oral formats.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

351/654
Overview
Academic Institution
LEH01
Subject area
GEP
Catalog Number
690
Course Title
Workshop in Geographic Information Science (GISc) Research
Department(s)
Earth, Environmental and Geospatial Sciences
Description
(course may be repeated for a total of 8 credits). An advanced examination of mapping and of new computer-aided technologies in the natural and social sciences, including research design and methodology and designing and conducting an independent GIS research project, conforming to generally acceptable professional geographical practices and techniques, under the supervision of faculty.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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</table>
The M.A. program in English serves those who wish to expand their understanding of literature or composition, those who wish to prepare themselves for teaching English on the secondary or two-year college level, and those who wish to proceed to the doctorate. Students may choose concentrations in literature or in composition studies.

All students are eligible to take all courses (with whatever prerequisites may be listed). Most courses are "studies in" particular themes, genres, historical periods, or critical approaches; topics may vary and are announced during the preceding semester, and students may elect the same course twice if the topic is different. All courses must be on the 700 level unless the Program Coordinator permits a 600-level course to be counted toward the number of courses in English required for the degree. Students wishing to count a 600-level course must submit work written in the course for evaluation by the English Department Graduate Committee. All work for the degree must be completed within four years of matriculation.

Before their first registration, all students are required to plan complete programs with the Program Coordinator, who must approve all courses prior to registration.

Students who have done their major work in English in non-English-speaking countries may be required to offer evidence of having completed additional undergraduate English courses taken in a North American college or university before admission to the graduate program; these may be taken at Lehman College. Such students will be required to attain a score of at least 600 on the TOEFL, candidates with scores of between 580 and 600 may be considered for admission provided they first attend a language institute or otherwise remedy their deficiencies.

Additional information regarding all aspects of the M.A. program in English may be obtained from the Program Coordinator.

### Programs

**Overview**

- **Institution Code**: LEH01
- **Official Name of Program**: English
- **Plan Code**: Department(s) Sponsoring Program

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**Credits**

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</table>
Requirements
Simple Requisites

Major Requirements - Admission Requirements

Type
Prerequisite

Additional Comments:
- Bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstration of the potential to pursue graduate study successfully - that is, attainment of a minimum undergraduate Grade Point Average of 3.0 in the undergraduate record as a whole and a 3.0 in English.
- Study of a minimum of 18 credit hours in courses beyond the introductory level in English.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of three letters of recommendation, at least two of which must be from a person who can testify to the candidate's ability as a student of literature, writing and rhetoric, or creative writing (as appropriate).
- Submission of a personal statement of some 500 words indicating as precisely as possible the applicant's preparation for master's work and career plans.
- Submission of a 10-25 page writing sample, depending on concentration. For students applying to the Literature Concentration, this must be an essay demonstrating critical analysis of a literary text or set of texts. One 12-25 page essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages). For students applying to the Writing & Rhetoric Concentration, a 12-25 page sample of creative nonfiction can be submitted in place of the critical analysis, although students may choose to submit a critical analysis. Again, one long essay is preferred, but two shorter essays can be submitted in its place (totaling 12-25 pages).
- For students applying to the Creative Writing / Poetry Concentration, at least 5 poems totaling 10-12 pages should be submitted. For students applying to the Creative Writing / Fiction Concentration, a 12-25-page sample of short fiction or excerpt from a longer work should be submitted. One short story is preferred, but multiple stories can be submitted to fulfill the page-requirement.

Major Requirements - Overall

Type
Completion Requirement

Earn at least 30 credits

Earn a minimum GPA of 3.0

Additional Comments:

Major Requirements - Core Courses

Type
Completion Requirement
Complete ALL of the following Courses:
- ENG700 - Introduction to English Studies
- ENG702 - Introduction to Critical Theory
- ENG784 - Readings in Composition and Rhetoric
  OR ENG785 - Seminar in Writing: Practice and Theory
- ENG795 - Master's Research

Additional Comments:

Major Requirements - Concentration in Literature or Writing and Rhetoric
Type Completion Requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:
- ENG700 - Introduction to English Studies
- ENG702 - Introduction to Critical Theory
- ENG784 - Readings in Composition and Rhetoric
  OR ENG785 - Seminar in Writing: Practice and Theory
- ENG795 - Master's Research

9 credits in Electives:
Three courses in literary history, language and literature, or writing and rhetoric. One elective may be in creative writing or from outside the Department with the approval of the Graduate Program Director.

Additional Comments:

Major Requirements - Concentration in Literature
Type Completion Requirement

Fulfill ALL of the following requirements:

Literature to 1700
Earn at least 3 credits from the following:
- ENG703 - Studies in Old English Language and Literature
- ENG705 - Studies in Medieval English Language and Literature
- ENG712 - Studies in the Renaissance
- ENG713 - Studies in Shakespeare
- ENG722 - Studies in Seventeenth Century English Literature

Literature 1700-1900
Earn at least 3 credits from the following:
- ENG731 - Studies in Eighteenth-Century English Literature
- ENG740 - Studies in Romanticism
- ENG742 - Studies in Nineteenth-Century English Literature
- ENG748 - Studies in American Literature to 1800
- ENG750 - Studies in Nineteenth-Century American Literature

Literature 1900 to present
Earn at least 3 credits from the following:
- ENG753 - Studies in Modernism
- ENG755 - Studies in Twentieth-Century English Literature
<table>
<thead>
<tr>
<th>Major Requirements - Concentration in Writing and Rhetoric</th>
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<tbody>
<tr>
<td><strong>Type</strong> Completion Requirement</td>
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<tr>
<td><strong>Fulfill ALL of the following requirements:</strong></td>
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<tr>
<td>Earn at least 3 credits from the following:</td>
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<tr>
<td>- ENG784 - Readings in Composition and Rhetoric</td>
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<tr>
<td>- ENG785 - Seminar in Writing: Practice and Theory</td>
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<tr>
<td>Earn at least 6 credits from the following:</td>
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<tr>
<td>- ENG783 - Practicum in Teaching College Writing</td>
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<td>- ENG788 - Writing and Rhetoric in the Digital Age</td>
</tr>
<tr>
<td>- ENG790 - Special Topics in Composition and Rhetoric</td>
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<td>- ENG793 - Literacy and Community</td>
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| Additional Comments:                                      |

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<td><strong>Type</strong> Completion Requirement</td>
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<tr>
<td><strong>Fulfill ALL of the following requirements:</strong></td>
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<tr>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- ENG700 - Introduction to English Studies</td>
</tr>
<tr>
<td>OR ENG702 - Introduction Critical Theory</td>
</tr>
<tr>
<td>- ENG784 - Readings in Composition and Rhetoric</td>
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<tr>
<td>OR ENG785 - Seminar in Writing: Practice and Theory</td>
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<tr>
<td>- ENG795 - Master's Research</td>
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<tr>
<td>9 credits in Electives:</td>
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<td>Three courses in literature</td>
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| Additional Comments:                                      |

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<th>Major Requirements - Concentration in Poetry</th>
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<td><strong>Type</strong> Completion Requirement</td>
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<tr>
<td><strong>Fulfill ALL of the following requirements:</strong></td>
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<tr>
<td>Earn at least 6 credits from the following:</td>
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<tr>
<td>- ENW701 - Poetry Workshop</td>
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<tr>
<td>Earn at least 6 credits from the following:</td>
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<tr>
<td>- ENW711 - Forms and Techniques in Poetry.</td>
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| Additional Comments:                                      |

<table>
<thead>
<tr>
<th>Major Requirements - Concentration in Fiction</th>
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</table>
Completion Requirement

Fulfill ALL of the following requirements:

Earn at least 6 credits from the following:
- ENW702 - Fiction Workshop

Earn at least 6 credits from the following:
- ENW712 - Forms and Techniques in Fiction

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 682
Course Title Independent Study
Department(s) English
Description (May be repeated once for credit, on a different topic.) This course offers an opportunity for individualized study of theory and research in composition.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 684
Course Title Seminar in Writing: Theory
Department(s) English
Description Participants examine and evaluate current research on composing and on the teaching of writing. In addition to completing and responding to reading assignments, participants attend presentations by invited guests. They take ENG 685 concurrently when the two are offered in the summer session, but may take the two courses successively during the academic year.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
ENG
Course Title
Seminar in Writing: Practice
Department(s)
English
Description
Students write and discuss their writing with groups of fellow students, developing their powers of expression and gaining confidence in themselves as writers. Strategies in writing, problems faced by writers, and the demands of various kinds of assignments are explored. Kinds of writing emphasized and approaches to the discussion of writing vary with the needs and interests of students.
PREREQ: Permission of the instructor. COREQ: ENG 684 when offered in the summer session.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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</table>
**Overview**

**Academic Institution**
LEH01

**Subject area**
ENG

**Catalog Number**
688

**Course Title**
Writing and Learning

**Department(s)**
English

**Description**
Through examination of different kinds of texts, through keeping notebooks and journals about their responses to those texts, and through discussion with classmates, students will explore a wide range of genres and emphases in discourse, and will consider how texts from varied disciplines may be read. Students will experience different approaches to the reading of the same text, will examine the differences in treatment of the same topic in different texts, how different texts depend on...

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

**Credits**

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**Overview**

**Academic Institution**
LEH01

**Subject area**
ENG

**Catalog Number**
700

**Course Title**
Introduction to English Studies

**Department(s)**
English

**Description**
Introduction to literary and writing studies, including an overview of major theoretical and research trends. Practice in research methodologies and in writing scholarly essays. To be taken at the start of graduate work. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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**Credits**

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</table>
History of the English Language

Historical linguistics and the study of English, including analysis of selected texts from Old English through early modern English to illustrate the development of the English language. Attention will be paid to the phonology and grammar of the English language and their changes during the period, as well as the ways language is used for expressive ends in the selected literary examples.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Introduction to Critical Theory

Exploration of traditional and contemporary ways of theorizing about literature and literary or cultural study. A selective survey of major approaches, including structuralism, postmodernism, psychoanalytic theory, studies in gender and sexuality, Marxism, new historicism or cultural materialism, and/or postcolonialism. PREREQ: Departmental permission.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Studies in Old English Language and Literature

(No previous knowledge of Old English required.) Intensive study of Old English, combined with readings in Beowulf and selected Old English prose and poetry in the original language. PREREQ: Departmental permission.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Studies in Medieval English Language and Literature

Study of Chaucer and/or selected works of medieval literature in the original language. PREREQ: Departmental permission.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Overview
Academic Institution
LEH01
Subject area
ENG
Catalog Number
712
Course Title
Studies in the Renaissance
Department(s)
English
Description
Study of selected works of the Renaissance era. English literature from the sixteenth century to the death of Queen Elizabeth and/or the larger and multidisciplinary phenomenon of the European Renaissance. PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ENG
Catalog Number
713
Course Title
Studies in Shakespeare
Department(s)
English
Description
Study of selected works in various genres, with attention to historical and critical approaches, reception history, and dramatic production. PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ENG
Catalog Number
722
Course Title
Studies in Seventeenth Century English Literature
Department(s)
English
Description
Study of Milton and/or selected works and topics in English literature from the ascension of James I through the Civil War, Commonwealth, and Restoration eras. PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
ENG
Catalog Number
730
Course Title
Special Topics in Literature and Film Studies
Department(s)
English
Description
The exploration of American and global cinema: history, techniques and topics, in films or in filmic adaptations of literary works.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required
Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 731
Course Title Studies in Eighteenth-Century English Literature
Department(s) English
Description Study of selected works and topics in English literature from the Restoration through the Revolutionary era of the late eighteenth century, with attention to the Transatlantic world and European Enlightenment. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 740
Course Title Studies in Romanticism
Department(s) English
Description Study of selected works of the Romantic era. British literature and theory of the late eighteenth and early nineteenth centuries and/or the larger and multidisciplinary phenomenon of European and Transatlantic Romanticism. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 742
Course Title Studies in Nineteenth-Century English Literature
Department(s) English
Description Study of selected works and topics in English literature and culture from the Romantic, Victorian, and Edwardian eras. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 748
Course Title Studies in American Literature to 1800
Department(s) English
Description Study of selected works and topics in American literature and culture of the Colonial, Revolutionary, and Federal eras. Attention to literature in translation from the Americas. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
### Overview

**Academic Institution**
LEH01

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</table>

**Course Title**
Studies in Nineteenth-Century American Literature

**Department(s)**
English

**Description**
Study of selected works and topics in nineteenth-century American literature and culture. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

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### Overview

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**Course Title**
Studies In Modernism

**Department(s)**
English

**Description**
Study of selected works of the Modernist era. English and American literature from the years before and after World War I and/or the larger and multidisciplinary phenomenon of European and global Modernism. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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**Course Title**
Studies in Twentieth-Century English Literature

**Department(s)**
English

**Description**
Study of selected works and topics in English literature and culture from the early twentieth century through the Cold War era of the 1950s-80s. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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### Overview

**Academic Institution**
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</table>

**Course Title**
Studies in Twentieth-Century American Literature

**Department(s)**
English

**Description**
Study of selected works and topics in American literature and culture from the early twentieth century through the Cold War era of the 1950s-80s. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 757
Course Title Studies in Contemporary English
Department(s) English
Description Study of selected works and topics in English literature from the late twentieth century to the present, with attention to postmodernist theory and cultural productions. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 758
Course Title History of English Language
Department(s) English
Description Historical linguistics and the study of English, including analysis of selected texts from Old English through early modern English to illustrate the development of the English language. Attention will be paid to the changing phonology and grammar of the English language, as well as to how language is used for expressive ends in selected literary examples PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area Catalog Number
ENG 759
Course Title
Structure of Modern English
Department(s)
English
Description
Grammatical theory and linguistic descriptions of modern English
(such as traditional, descriptive, and transformational grammars),
with an emphasis on the formal properties of grammar and the
formal characterization of language. Study-samples of modern
English will be drawn from literary works from the early modern
English period to the present. PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area Catalog Number
ENG 760
Course Title
Studies Postcolonial Lit&Theory
Department(s)
English
Description
Study of first-contact writing, native responses to colonialism, and/or
postcolonial literature by English-language writers in India, Africa,
the Caribbean, and elsewhere, as well as by diasporic writers in the
U.S. and U.K. Attention to multidisciplinary and theoretical contest
and innovation. PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area Catalog Number
ENG 761
Course Title
Studies in Literature and Film
Department(s)
English
Description
Study of film, with attention to stylistic and narrative strategies,
historical and contemporary genres, and theoretical approaches.
Emphasis on films of particular literary, cultural, or social
significance. PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area Catalog Number
ENG 762
Course Title
Studies in Gender and Sexuality
Department(s)
English
Description
Constructions of gender and sexuality in literature, film, arts, and the
media. Emphasis on theoretical literature and its interrogation of
feminism, queerness, masculinities, and related forms of social
identity. PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
3 3
### Overview

**Academic Institution:** LEH01  
**Subject area:** ENG  
**Catalog Number:** 763  
**Course Title:** Studies in Multicultural American Literature  
**Department(s):** English  
**Description:** Selected work and topics in Native American, African and African American, Asian and Asian American, Latino/Latina, and/or other multicultural literary traditions in the U.S.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required

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### Overview

**Academic Institution:** LEH01  
**Subject area:** ENG  
**Catalog Number:** 764  
**Course Title:** Studies in Race and Literature  
**Department(s):** English  
**Description:** Constructions and representations of race and racial difference in literature, film, arts, and the media. Emphasis on intersections gender, ethnicity, class, and sexuality with race. PREREQ: Departmental permission.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required

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### Overview

**Academic Institution:** LEH01  
**Subject area:** ENG  
**Catalog Number:** 769  
**Course Title:** Studies in Drama  
**Department(s):** English  
**Description:** Analysis of selected plays and playwrights. PREREQ: Departmental permission.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required

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### Overview

**Academic Institution:** LEH01  
**Subject area:** ENG  
**Catalog Number:** 770  
**Course Title:** Studies in Poetry  
**Department(s):** English  
**Description:** Analysis of selected poems and poets. PREREQ: Departmental permission.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
ENG

**Course Title**
Studies in Fiction

**Department(s)**
English

**Description**
Analysis of selected works of fiction and authors. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
ENG

**Course Title**
Women Writers in English

**Department(s)**
English

**Description**
Fiction, poetry, drama, and essays by women writers in the U.S., Great Britain, or the English-speaking world. Focus on particular times, places, and topics vary by instructor and semester. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
ENG

**Course Title**
Special Studies in Literature and Language

**Department(s)**
English

**Description**
(May be repeated once for credit with change of topic and permission of the Graduate Program Director.) Study of selected works or topics. Topics will change from semester to semester. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
ENG

**Course Title**
Independent Study

**Department(s)**
English

**Description**
(May be repeated once for credit with change of topic and permission of the Graduate Program Director.) Independent study under the guidance of a faculty adviser. PREREQ: Approval of the Graduate Program Director.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 783
Course Title Practicum in Teaching College Writing
Department(s) English
Description Group and individualized instruction and practice, under the guidance of a member of the Lehman College English faculty, of the teaching of first-year writing courses at different levels. Attention is given to designing curricula for composition, constructing writing assignments, conducting classroom discussion of writing, responding to students’ writing, and conducting informal classroom research.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 784
Course Title Readings in Composition and Rhetoric
Department(s) English
Description Overview of current theories and practices in the field of composition and rhetoric. Topics include the teaching of writing, contemporary communication and media, and survey of Western and non-Western rhetorical traditions. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 785
Course Title Seminar in Writing: Practice and Theory
Department(s) English
Description Explores various practices in the teaching of writing and provides an overview of foundational theories in the field of composition and rhetoric. Writing assignments introduce students to effective writing strategies and to contemporary debates and practices. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ENG
Catalog Number 788
Course Title Writing and Rhetoric in the Digital Age
Department(s) English
Description Explores how technology and the information age have changed writing and literacy. Students research and critique various forms of digital writing and compose “new media” texts for web-publication. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area ENG
Course Title Special Topics in Composition and Rhetoric
Department(s) English
Description (May be repeated once for credit with a change in focus and permission of the Graduate Program Director.) Study of current scholarship in the field of writing, with emphasis on the interrelationship of composition, rhetoric, and issues of identity and community. Possible topics include race and writing, sexuality and composition, feminism and composition, and critical literacy and pedagogy. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area ENG
Course Title Literacy and Community
Department(s) English
Description The role of literacy in various educational and community settings, with attention to public policy and writing-education, urban studies and composition, and writing and activism. Course includes a required service-learning component. PREREQ: Departmental permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area ENG
Course Title Master's Research
Department(s) English
Description (Required of all Masters candidates in English. Tutorial hours to be arranged.) Preparation of the Master's essay or thesis over one semester under the guidance of a faculty adviser. PREREQ: 15 completed credits and Graduate Program Director's permission.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area ENG
Course Title Master Comprehensive
Department(s) English
Description Master Comprehensive
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units Maximum Units
0 0
### Overview

**Academic Institution**
LEH01

**Subject area**
ENW

**Course Title**
Poetry Workshop

**Department(s)**
English

**Description**
Workshop discussion of student poems supplemented by selected poetic readings. Workshop content and methods will vary from semester to semester, depending on instructor expertise. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
ENW

**Catalog Number**
711

**Course Title**
Forms and Techniques in Poetry

**Department(s)**
English

**Description**
Emphasizes the study and practice of various forms and techniques in poetry, with attention to both traditional and contemporary models. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

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</tr>
</tbody>
</table>

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### Overview

**Academic Institution**
LEH01

**Subject area**
ENW

**Catalog Number**
712

**Course Title**
Forms and Techniques in Fiction

**Department(s)**
English

**Description**
Emphasizes the study and practice of various forms and techniques in fiction, with attention to both traditional and contemporary models. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Health Prom and Nutrition Sci Department

The Department of Health Promotion and Nutrition Sciences offers:
- Graduate degrees in: a) Health Education and Promotion (fully online, MA), b) Health Teacher, Pre K-12 (fully online, M.S.Ed); and c) Nutrition (MS),
- Advanced Certificate in Health Education
- Accredited Dietetic Internship.

Graduates of the online MA in Health Education are employed as health educators and community health professionals in various settings, as well as eligible to take the national Certified Health Education Specialist exam. The online M.S. Ed and Advanced Certificate programs enable our students to earn their degree and complete their required fieldwork, while still teaching full time.

Our accredited Dietetic Internship offers a well-rounded program with rotations in foodservice management, community and research, with a concentration in medical nutrition therapy. The MS (Nutrition) prepares students for a wide range of professional positions in either clinical or community nutrition, and for doctoral study in these fields. Graduates find career opportunities as clinical nutritionists, food service managers and nutrition educators. Graduates of the DI who have completed a graduate degree as well, are eligible to sit for the Registration Examination administered by the Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics to become Registered Dietitians (RD) or Registered Dietitian Nutritionist (RDN).

History Department

The Department of History offers a Master of Arts degree in History that is intended primarily for students who anticipate that the master's degree will be their highest earned degree. The course of study is designed to offer an introduction to the professional study of history and to provide mastery of a broad area of history.

Programs

Overview
Institution Code
LEH01
Official Name of Program
History
Plan Code
HIS-MA
Career
Graduate
Department(s) Sponsoring Program
History
Degree Designation
MA - Master of Arts

Requirements

Simple Requisites

Major Requirements - Admission

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Comments:</td>
<td></td>
</tr>
<tr>
<td>• Possess a bachelor's degree (or its equivalent) from an accredited college or university.</td>
<td></td>
</tr>
<tr>
<td>• Have demonstrated the potential to successfully pursue graduate study - that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B- in the undergraduate record as a whole.</td>
<td></td>
</tr>
<tr>
<td>• Have taken a minimum of 18 credits of coursework in History, acceptable to the department.</td>
<td></td>
</tr>
<tr>
<td>• Submit two letters of recommendation.</td>
<td></td>
</tr>
<tr>
<td>• Submit a 1-2 page essay consisting of responses to application-packet questions.</td>
<td></td>
</tr>
<tr>
<td>• Submit a sample of college-level writing.</td>
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<tr>
<td>• If conditionally admitted, satisfy the conditions within one year.</td>
<td></td>
</tr>
</tbody>
</table>

Major Requirements - Overall

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 30 credits</td>
<td></td>
</tr>
</tbody>
</table>
Major Requirements - Core Courses

Fulfill ALL of the following requirements:

Require Courses

Complete ALL of the following Courses:

- HIS780 - Seminar in History
- HIS781 - Advanced Tutorial Project in History

HIS 780 is a seminar that focuses on historical methods and historiography. HIS 781 is a supervised individual tutorial to prepare for the thesis or capstone project.

Other graduate-level coursework

In addition to the required courses, students must take an additional 6-7 graduate-level courses in History (18 credits for students who choose to write a thesis, 21 credits for students who choose the capstone project). Graduate-level courses in other departments may be taken with the permission of the History graduate adviser.

Thesis or Capstone Project

Complete ANY of the following Courses:

- HIS797 - Master’s Thesis Preparation
  OR HIS796 - Capstone Project

Students may choose to write a master’s thesis (6 credits) or capstone project (3 credits).

Additional Comments:

- After successfully completing 24 credits of coursework with a 3.0 average, candidates for the M.A. degree who plan to write a thesis must then present a master’s thesis prepared under the direction of a thesis supervisor from the Department of History and an approved second reader, and accepted by the thesis supervisor.

- Students who plan to do a capstone project first must successfully complete 27 credits of coursework with a 3.0 average and then present an approved capstone project prepared under the direction of an adviser from the Department of History.
Overview
Academic Institution
LEH01
Subject area
HIA
Catalog Number
706
Course Title
History of Religions in the Ancient World
Department(s)
History
Description
(Not open to students who have taken HIA 306.) A survey of religious beliefs and practices of the Ancient Near Eastern and Mediterranean worlds. Religious customs of the ancient Mesopotamian cultures; Mycenaean, Minoan, and Classical Greek myth and ritual; Hellenistic religions and mystery religious cults; private household worship in the Roman Republic; and public religious faith in the Roman Empire.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
HIA
Catalog Number
714
Course Title
Classical Myth and Society
Department(s)
History
Description
(Not open to students who have taken HIA 314.) A comparison of the origins and development of classical mythology and heroic legend as religious beliefs, their relation to other mythologies, and their adaptation in literature and art from Hesiod and Homer through the present. A comparative analysis of Near Eastern and Nordic myth will be provided.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
HIA
Catalog Number
720
Course Title
History of Ancient Greece
Department(s)
History
Description
(Not open to students who have taken HIA 320.) The Ancient Greeks from prehistoric times through the development of the City-State to the death of Alexander the Great. The political, economic, social, and cultural achievement during the Bronze and the Dark Ages, the Archaic and the Classical Period, and the Hellenistic Era.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
HIA
Catalog Number
721
Course Title
History of Rome
Department(s)
History
Description
(Not open to students who have taken HIA 321.) Foundation and development of the Roman state, including the rise and decline of the Roman Republic and the establishment and the fall of the Empire, with emphasis on its political, economic, social, and cultural achievements.

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

373/654
Overview
Academic Institution
LEH01
Subject area    Catalog Number
HIA            750
Course Title
Topics in Ancient and Medieval History
Department(s)
History
Description
(May be repeated as often as the topic changes.) Various sections in topics in Ancient History. (For specific topics and sections each semester, consult the Department.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area    Catalog Number
HIE            702
Course Title
Europe in the Renaissance and Reformation
Department(s)
History
Description
(Not open to students who have taken HIE 302). Major developments in Western Europe in the sixteenth and seventeenth centuries, including Renaissance humanism, the rise of the printed book, reformations of religion, overseas exploration and empires.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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</table>

Overview
Academic Institution
LEH01
Subject area    Catalog Number
HIE            705
Course Title
Golden-Age Spain
Department(s)
History
Description
(Not open to students who have taken HIE 305). Survey of secondary literature of early modern Spanish history, including classic works and recent contributions to the field, with special attention to interdisciplinary approaches.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area    Catalog Number
HIE            707
Course Title
Europe in the Age of Enlightenment
Department(s)
History
Description
(Not open to students who have taken HIE 307). Society, politics, and economy in Europe from 1689 through the Napoleonic Wars.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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</table>
Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
708
Course Title
The French Revolution and Napoleon
Department(s)
History
Description
(Not open to students who have taken HIE 308.) Preconditions of discontent in late eighteenth-century France; the origin and unfolding of the French Revolution; the Thermidorean Reaction; and the rise of Napoleon and his influence in Europe.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
709
Course Title
Europe, 1815-1914
Department(s)
History
Description
(Not open to students who have taken HIE 309.) Political, economic, social, and intellectual ideas and developments from the Congress of Vienna to World War I.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
710
Course Title
History of European Diplomacy
Department(s)
History
Description
(Not open to students who have taken HIE 310.) Survey of European diplomacy, with special emphasis on nineteenth- and twentieth-century developments.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
714
Course Title
Europe in the Twentieth Century
Department(s)
History
Description
(Not open to students who have taken HIE 314.) World War I; the rise and fall of communism in Russia and Eastern Europe; fascism; World War II; postwar prosperity; European union; and the impact of immigration.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3
Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
716
Course Title
Nineteenth-century European Intellectual History
Department(s)
History
Description
(Not open to students who have taken HIE 316). The social and intellectual formation of liberalism, conservatism, nationalism, socialism, and anarchism, and their impact on political and social change in modern Europe
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
717
Course Title
The History of Ideas and Ideologies in Twentieth-Century Europe
Department(s)
History
Description
(Not open to students who have taken HIE 317). The social movements and ideas that have shaped our modern consciousness, including communism, fascism, existentialism, feminism, revolution, and total war.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
721
Course Title
Tudor-Stuart England
Department(s)
History
Description
(Not open to students who have taken HIE 321.) The advent of the Tudor dynasty, Henry VIII, the divorce, and the church; Queen Elizabeth’s government and the church; Elizabethan society; poverty and vagrancy in the Tudor state; the divine right of kings and mass political attitudes in early Stuart England; the origins of the civil war; the execution of Charles I; Oliver Cromwell and the saints; restoration England; and the Glorious Revolution.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
HIE
Catalog Number
722
Course Title
Britain in the Age of Industrialization and Empire
Department(s)
History
Description
(Not open to students who have taken HIE 322.) Modern Britain in the eighteenth and nineteenth centuries. The impact of the industrial revolution on British society; the American Revolution; democratization; depression, imperialism, and the new liberalism; and the Irish question in British politics.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
### Britain in the Twentieth Century

**Description**

(Not open to students who have taken HIE 323.) World War I and its effects on politics and society; the economic crisis of 1931 and the National Government; depression; Churchill and the war effort; the Labour Party, nationalization, and the welfare state after 1945; decolonization; economy and society under Thatcher; the rise of New Labour.  

**Academic Career**

Graduate  
Liberal Arts  
Yes  
Permission Type  
Department Consent Required  

**Credits**  

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

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### History of Modern France

**Description**

(Not open to students who have taken HIE 330.) French politics, society, economy, and culture from the fall of Napoleon to the crisis of 1968. The revolutions of the nineteenth century, colonial policy and decolonization, World Wars and recovery after 1950.  

**Academic Career**

Graduate  
Liberal Arts  
Yes  
Permission Type  
Department Consent Required  

**Credits**  

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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### Modern Ireland

**Description**

(Not open to students who have taken HIE 333.) The political, economic, social, and cultural history of Ireland from the late eighteenth century to the present.  

**Academic Career**

Graduate  
Liberal Arts  
Yes  
Permission Type  
Department Consent Required  

**Credits**  

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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### Early Russian History

**Description**

(Not open to students who have taken HIW 309 or HIE 336.) Origins of Russian history, Kievan, Muscovite, and early Imperial Russia to 1855.  

**Academic Career**

Graduate  
Liberal Arts  
Yes  
Permission Type  
Department Consent Required  

**Credits**  

<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area Catalog Number
HIE 737
Course Title
Modern Russian History
Department(s)
History
Description
(Not open to students who have taken HIW 310 or HIE 337.) Russia from 1855 to the present, including the late Imperial and Soviet eras.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area Catalog Number
HIE 741
Course Title
Germany from Bismarck through Hitler
Department(s)
History
Description
(Not open to students who have taken HIE 341.) Study of Germany from Bismarck and the unification through Hitler, the Nazi regime, and the Second World War, with a brief survey of postwar development.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area Catalog Number
HIE 743
Course Title
The Holocaust
Department(s)
History
Description
(Not open to students who have taken HIE [HCU] 343.) Study of the destruction of Jews of Europe during World War II. Political anti-Semitism in modern Europe; the rise of Hitler and Nazism. The interwar period in Europe and the spread of anti-Semitism. World War II, ghetto, deportation, and liquidation. Problems of rescue and resistance. Selected readings from the literature of the Holocaust.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area Catalog Number
HIE 750
Course Title
Topics in European History
Department(s)
History
Description
(May be repeated as often as the topic changes.) Various sections in topics in European history. (For specific topics and sections each semester, consult the Department.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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</tbody>
</table>
Course Title: History of Science from Descartes and Newton to Darwin and Einstein

Description:
(Not open to students who have taken HIE 301.) This course examines the nature and significance of scientific thinking in the work of Descartes, Leibnitz, and Newton; the conflicts between science and religion in the seventeenth century; materialism's penetration of biology from physics; the revolution in chemistry associated with Priestley and Lavoisier; the interface between science and the industrial revolution; the work of the French biologist Claude Bernard, illustrating the development of biology and experimental medicine; the startling work of Charles Darwin; and twentieth-century topics, such as field and atomic theory, relativity, and quantum theory and their important philosophical implications.
Overview
Academic Institution
LEH01
Subject area
HIS
Catalog Number
702
Course Title
Science and Society
Department(s)
History
Description
(Not open to students who have taken HIS 302.) Students will study social aspects of the growth of modern science from the seventeenth century to the present. Religion and science in Galileo's Italy, science and technology during the industrial revolution, scientific institutions during the French Enlightenment, Darwin and Social Darwinism, eugenics and racial hygiene, big science, and the human genome project.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
HIS
Catalog Number
704
Course Title
Science in the Twentieth Century
Department(s)
History
Description
(Not open to students who have taken HIS 304.) A multidisciplinary survey of scientific and technological development in the twentieth century, emphasizing the ethical issues and social implications arising from them. Topics may include recent work in microbiology, DNA, and genetic engineering; theories of relativity, quantum physics, atomic weapons, and nuclear energy; technological innovations in synthetic materials, chemical warfare, and consumers' concerns; anthropologic
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area HIS
Catalog Number 727
Course Title World Revolutions
Department(s) History
Description (Not open to students who have taken HIS 327). The nature, causes, and results of revolutionary change, including the French, the American, the Haitian, the Russian, and the Chinese revolutions, and the depiction of revolutionary change in art, theater, and literature.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area HIS
Catalog Number 734
Course Title The Irish Diaspora
Department(s) History
Description (Not open to students who have taken HIS 334.) A survey of the circumstances and consequences of Irish immigration from the eighteenth century to the present, including the patterns of settlement and assimilation of Irish immigrants in the West Indies, the United States, Canada, England, Scotland, Wales, Australia, New Zealand, and South Africa.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
HIS
Catalog Number
742
Course Title
Anti-Semitism from Early Christianity to Hitler
Department(s)
History
Description
(Not open to students who have taken HIS [HCU] 342.) The origin of conflict between Christianity and Judaism, and the fate of Jews in Medieval Europe. The gradual liberation and assimilation of the Jews of Western Europe, 1789–1870. The rise of modern racism and anti-Semitism in Europe, 1889–1939. Hitler, the Nazis, and the destruction of European Jewry during World War II. Anti-Semitism in the contemporary world. Social-psychological and cultural theories of anti-Semitism and the Holocaust.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area
HIS
Catalog Number
745
Course Title
Science in the Twentieth Century.
Department(s)
History
Description
A multidisciplinary survey of scientific and technological development in the twentieth century, emphasizing the ethical issues and social implications arising from them.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area
HIS
Catalog Number
750
Course Title
Topics in Comparative History
Department(s)
History
Description
(May be repeated as often as the topic changes.) Various sections in topics in comparative history. (For specific topics and sections each semester, consult the Department.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area
HIS
Catalog Number
780
Course Title
Seminar in History
Department(s)
History
Description
Research in selected topics and historical problems.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
<table>
<thead>
<tr>
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<tr>
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<tr>
<td><strong>Course Title</strong></td>
<td><strong>Course Title</strong></td>
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<tr>
<td>Advanced Tutorial Project in History</td>
<td>Independent Reading</td>
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<tr>
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<td>History</td>
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<tr>
<td><strong>Description</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Advanced individual reading and research paper on a specific topic in history, under faculty direction.</td>
<td>(May be repeated with permission of the chair.) Reading on special topics chosen in consultation with a member of the Department.</td>
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<tr>
<td><strong>Academic Career</strong></td>
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</tr>
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<td><strong>Description</strong></td>
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<tr>
<td>Students research and produce a capstone project under the supervision of faculty. Possible projects may include but are not limited to a research paper, a literature review, an annotated critical bibliography, or the development of a website.</td>
<td>(Open only to students matriculated for the M.A. degree. Six credits may be offered toward the M.A. degree.)</td>
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<td>Important themes in U.S. history from the Colonial period to the present, with a focus on the content and critical thinking needed to teach this topic at the middle and high school level.</td>
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### Course 1: The Early Republic, 1789-1824
- **Catalog Number:** 705
- **Course Title:** The Early Republic, 1789-1824
- **Department(s):** History
- **Description:** (Not open to students who have taken HIU 305.) The founding and development of a republican form of government: the evolution of political parties, the economic growth of the nation and its impact on politics, and the transition from a republic to a democracy engendered by economic growth and the search for political power.
- **Academic Career:** Graduate
- **Liberal Arts:** Yes
- **Permission Type:** Department Consent Required
- **Credits:** Minimum Units 3, Maximum Units 3

### Course 2: Democracy, Sectionalism, and Slavery in the U.S., 1810-1825
- **Catalog Number:** 708
- **Course Title:** Democracy, Sectionalism, and Slavery in the U.S., 1810-1825
- **Department(s):** History
- **Description:** (Not open to students who have taken HIU 308.) The age of the common man in politics, increasing sectional tensions, and the prominence of the slavery issue in American life. Abolitionism, workingmen's agitation, women's rights, westward expansion, states' rights, the defense of slavery, and the coming of the Civil War.
- **Academic Career:** Graduate
- **Liberal Arts:** Yes
- **Permission Type:** Department Consent Required
- **Credits:** Minimum Units 3, Maximum Units 3

### Course 3: The Civil War and Reconstruction, 1861-1877
- **Catalog Number:** 709
- **Course Title:** The Civil War and Reconstruction, 1861-1877
- **Department(s):** History
- **Description:** (Not open to students who have taken HIU 309.) Key events of the Civil War and its aftermath, including emancipation and the status and role of newly freed Black Americans.
- **Academic Career:** Graduate
- **Liberal Arts:** Yes
- **Permission Type:** Department Consent Required
- **Credits:** Minimum Units 3, Maximum Units 3

### Course 4: The Gilded Age and the Progressive Era, 1877-1914
- **Catalog Number:** 710
- **Course Title:** The Gilded Age and the Progressive Era, 1877-1914
- **Department(s):** History
- **Description:** (Not open to students who have taken HIU 310.) Industrialization and the rise of the corporation, the importance of the transcontinental railroads, immigration, urbanization, black disenfranchisement, Jim Crow and the emergence of the New South, populism, the integration of the Far West, Progressivism, and trust busting.
- **Academic Career:** Graduate
- **Liberal Arts:** Yes
- **Permission Type:** Department Consent Required
- **Credits:** Minimum Units 3, Maximum Units 3
### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
714

**Course Title**
The United States, 1914-1945

**Description**
(Not open to students who have taken HIU 314.) Domestic and foreign affairs, including the two World Wars, the Roaring Twenties, the Great Depression, and Franklin Roosevelt and the New Deal.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
715

**Course Title**
Recent United States History, 1945 to the Present

**Description**
(Not open to students who have taken HIU 315.) Domestic and foreign affairs since the end of World War II. The Cold War and anti-Communism at home and abroad, and changes in American social, economic, and political values and institutions.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
716

**Course Title**
The American Constitution in Historical Perspective

**Description**
(Not open to students who have taken HIU 316.) The American constitutional system from the American Revolution to the present. The evolution of legal structures, the growth of rights and remedies, the changing content of justice, organization of government, the balance of freedom and order.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
717

**Course Title**
History of American Foreign Relations, 1750-1912

**Description**
(Not open to students who have taken HIU 317.) A history of American foreign relations from colonial times to the early twentieth century, with emphasis on the diplomacy of the American Revolution; foreign affairs and the Constitution; the War of 1812; the Monroe Doctrine; expansion, sectionalism, and the coming of the Civil War; and America's emergence as a world power.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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<td>The United States and the Vietnam War</td>
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<td>History of Sexuality and Sex Roles in America</td>
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### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
731

**Course Title**
History of Women in America

**Department(s)**
History

**Description**
(Not open to students who have taken HIU 331.) Historical study of women's conditions, statuses, and roles in American society from colonial times to the present.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
732

**Course Title**
History of Health Care in the United States

**Department(s)**
History

**Description**
(Not open to students who have taken HIU 332.) Examination of health care in America from colonial times to the present. Topics include the development of the medical profession, the rise of the public health movement, the growth of hospitals, and popular attitudes toward health and disease.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
733

**Course Title**
American Urban History

**Department(s)**
History

**Description**
(Not open to students who have taken HIU 333.) The formation, growth, and transformation of American cities from the wilderness village to the megalopolis. Emphasis on the changing political and economic roles of cities, patterns of social stratification, power, and mobility, and trends in recent urban social and cultural life.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIU

**Catalog Number**
735

**Course Title**
Immigration in America

**Department(s)**
History

**Description**
(Not open to students who have taken HIU 335.) The motives and aspirations of immigrants, their contributions to the effects on American social structure, and the tensions between assimilation and ethnicity.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
HIU
Course Title
American Religious History
Department(s)
History
Description
(Not open to students who have taken HIU 336.) Religious belief and behaviors of Americans from the seventeenth century to the present. Encounters among European, African, and indigenous religions; Christianization, evangelicalism, and revivalism; church and state relations; and religiously based movements for social reform.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
HIU
Catalog Number
736
Course Title
The Family in American History
Department(s)
History
Description
(Not open to students who have taken HIU 328.) Historical study of the family in America, including its European roots and its relationship to the frontier, slavery, immigration, and current developments in industrialism, urbanization, and technology.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview

Academic Institution
LEH01
Subject area
HIU
Catalog Number
740
Course Title
History of African American Women
Department(s)
History
Description
Analysis of the social, political, and cultural history of African American women in US society from an interdisciplinary perspective. Through lectures, discussions, films and other collaborative activities, students will develop the ability to analyze the complex ways that race, class and gender have shaped African American women’s lives and the strategies they have used to empower themselves and their communities.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
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Overview

Academic Institution
LEH01
Subject area
HIU
Catalog Number
741
Course Title
American Business History
Department(s)
History
Description
(Not open to students who have taken HIU 341.) The rise of business enterprise in America from its earliest commercial origins to giant corporations and conglomerates. Themes include the rise of early commerce; emergence of consolidated industry; prominent businessmen and business techniques; analysis of business philosophy and entrepreneurial attitudes; reactions to corporate power by labor and government; evolution of business forms and structures; and the impact of business enterprise on the political, legal, and cultural development of America.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
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3 | 3
History of American Labor

(Not open to students who have taken HIU 342.) The American worker from colonial times to the present, with emphasis on the period since the Civil War. Themes include the origins and character of the American labor movement; the impact of industrialization on the worker; slavery and wage labor; the growth and development of the major American labor unions; the impact of social reformers and radicals on the labor movements and the American worker; public employees and collective bar.

American Economic History

(Not open to students who have taken HIU 345.) Studies in American economic development from the agricultural and commercial economy of the colonies to contemporary U.S. preeminence as an industrial nation. Attention will be given to the economic institution and policy with regard to political and social developments.

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Academic Institution  
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Subject area  
HIU  
Catalog Number  
746  
Course Title  
History of the American Presidency  
Department(s)  
History  
Description  
(Not open to students who have taken HIU 346.) America's presidents and how the presidency has developed from George Washington to the present.  
Academic Career  
Graduate  
Liberal Arts  
Yes  
Permission Type  
Department Consent Required

### Credits

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**Overview**  
Academic Institution  
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Subject area  
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Catalog Number  
747  
Course Title  
The Mainland Borough: The Bronx as a City in History  
Department(s)  
History  
Description  
(Not open to students who have taken HIU 347.) The urban history of the Bronx from the seventeenth century to the present. Major emphasis on 1874-1945, the period of the borough’s most rapid growth and experience with modern urban problems. Topics include ethnic immigration and mobility; the effects of mass-transit development; Prohibition; and the ways various external events, such as wars and depression, have influenced the borough and its people.  
Academic Career  
Graduate  
Liberal Arts  
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Permission Type  
Department Consent Required

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Subject area
HIU
Catalog Number
748
Course Title
History of New York City and State
Department(s)
History
Description
(Not open to students who have taken HIU 348.) Examination of the interaction between the urban center and the State from their respective origins as New Amsterdam and New Netherland to the twentieth century. Special emphasis is placed on the socioeconomic reasons for the cosmopolitan nature of the metropolis and its uniqueness as a major urban entity.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
HIU
Catalog Number
750
Course Title
Topics in American History
Department(s)
History
Description
(May be repeated as often as the topic changes.) Various sections in topics in American history. (For specific topics and sections each semester, consult the Department.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
HIW
Catalog Number
533
Course Title
World History and Historiography
Department(s)
History
Description
Important themes in world history, with a focus on the content and critical thinking needed to teach this topic at the middle and high school level.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
HIW
Catalog Number
701
Course Title
Ottoman History
Department(s)
History
Description
(Not open to students who have taken HIW 301.) Political, socioeconomic, and cultural history of the Ottoman Empire from its fourteenth-century beginnings to its demise at the end of World War I.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3
Overview
Academic Institution
LEH01
Subject area HIW
Catalog Number 702
Course Title
Modern Middle Eastern History
Department(s) History
Description
(Not open to students who have taken HIW 302.) Societies and politics of the Middle East in the nineteenth and twentieth centuries. The Islamic and Ottoman legacies, reforms and reforming elites, changing roles of religion, nationalist ideologies, Great Power intervention, regional politics, and the Arab-Israeli conflict.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area HIW
Catalog Number 703
Course Title
Contemporary Islamic Movements
Department(s) History
Description
(Not open to students who have taken HIW 303.) Contemporary movements of Islamic resurgence and activism in the Middle East, North Africa, Central and South Asia, and beyond.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area HIW
Catalog Number 705
Course Title
The Arab-Israeli Conflict
Department(s) History
Description
(Not open to students who have taken HIW 305.) The Arab-Israeli conflict from the late nineteenth century to the present; political, military, diplomatic, economic, cultural, and psychological dimensions.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area HIW
Catalog Number 716
Course Title
East Asia in the Modern World
Department(s) History
Description
(Not open to students who have taken HIW 316). The making of modern East Asia from the Manchu invasions of the 17th century to the present-day rise of China, Japan and Korea as military, economic, and cultural powers.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
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<thead>
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<th>Overview</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong>: History of Modern China</td>
<td>Minimum Units</td>
</tr>
<tr>
<td><strong>Department(s)</strong>: History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Description</strong>: Chinese history from 1800 to present, concentrating on</td>
<td></td>
</tr>
<tr>
<td>transformations of the Chinese economy, relations with the rest of the</td>
<td></td>
</tr>
<tr>
<td>world, and changing views of reform and revolution in the modern era.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Career</strong>: Graduate</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts</strong>: Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Permission Type</strong>: No Special Consent Required</td>
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</table>

<table>
<thead>
<tr>
<th>Overview</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong>: History of Chinese Civilization</td>
<td>Minimum Units</td>
</tr>
<tr>
<td><strong>Department(s)</strong>: History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Description</strong>: A cultural history of China, focusing on different ways</td>
<td></td>
</tr>
<tr>
<td>different people have attempted to characterize Chinese civilization.</td>
<td></td>
</tr>
<tr>
<td>Focus on religion, labor, foreign relations, and daily life from the</td>
<td></td>
</tr>
<tr>
<td>advent of writing to the present.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Career</strong>: Graduate</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts</strong>: Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Permission Type</strong>: Department Consent Required</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong>: History of Africa to 1800</td>
<td>Minimum Units</td>
</tr>
<tr>
<td><strong>Department(s)</strong>: History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Description</strong>: (Not open to students who have taken HIW 323.) Survey</td>
<td></td>
</tr>
<tr>
<td>of African history from the earliest times to 1800. Beginning with the</td>
<td></td>
</tr>
<tr>
<td>development of early human societies, the course will cover environmental</td>
<td></td>
</tr>
<tr>
<td>social, economic, political, and religious transformations before 1800.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Career</strong>: Graduate</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts</strong>: Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Permission Type</strong>: Department Consent Required</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong>: History of Modern Japan</td>
<td>Minimum Units</td>
</tr>
<tr>
<td><strong>Department(s)</strong>: History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Description</strong>: The emergence of Japan as a world power, focusing on its</td>
<td></td>
</tr>
<tr>
<td>relationship with the United States. Topics include samurai and warfare,</td>
<td></td>
</tr>
<tr>
<td>Shinto, the fragility of democracy, World War II, the U.S. occupation of</td>
<td></td>
</tr>
<tr>
<td>Japan's role in Asia, and Japanese perspectives on globalization.</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Career</strong>: Graduate</td>
<td></td>
</tr>
<tr>
<td><strong>Liberal Arts</strong>: Yes</td>
<td></td>
</tr>
<tr>
<td><strong>Permission Type</strong>: Department Consent Required</td>
<td></td>
</tr>
</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
HIW
Catalog Number
726
Course Title
History of Africa to 1800
Department(s)
History
Description
(Not open to students who have taken HIW 323.) Survey of African history from the earliest times to 1800. Beginning with the development of early human societies, the course will cover environmental, social, economic, political, and religious transformations before 1800.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area
HIW
Catalog Number
727
Course Title
History of Africa 1800 to the Present
Department(s)
History
Description
(Not open to students who have taken HIW 327.) Survey of African history from 1800 to the present. Beginning with large-scale internal transformations in the nineteenth century, the course will address social, economic, political, and religious transformations on the continent since 1800.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area
HIW
Catalog Number
730
Course Title
Nineteenth-Century Latin American History
Department(s)
History
Description
Not open to students who have taken HIW 330.) Examination of the broad changes and continuities in Latin America over the course of the "long nineteenth century," from political independence in the 1820s to the rise of nationalist challenges to liberalism in the 1930s.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area
HIW
Catalog Number
731
Course Title
Modern Latin America
Department(s)
History
Description
(Not open to students who have taken HIW 331.) Examination of the nations of Latin America from the beginning of the twentieth century to the present, with a focus on political reform and revolution, economic development, and social movements.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
HIW

**Catalog Number**
737

**Course Title**
Latin America and the United States from 1823 to the Present

**Department(s)**
History

**Description**
(Not open to students who have taken HIW 337 or LAC 337.) Relations between the United States and Latin American countries since their creation as independent republics.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIW

**Catalog Number**
738

**Course Title**
Colonial Latin America

**Department(s)**
History

**Description**
(Not open to students who have taken HIW 330 or HIW 338.) Examination of the construction and development of colonial societies in Latin America from the encounters of the sixteenth century to the crisis of the Iberian empires in the late eighteenth century.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIW

**Catalog Number**
745

**Course Title**
History of South America

**Department(s)**
History

**Description**
Examination of the pre-Columbian and colonial foundations of the nation-state and the construction of modern nations in South America in the post-independence period. Special emphasis on the challenge of creating viable political systems in the context of geopolitical pressures and local complexities.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

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### Overview

**Academic Institution**
LEH01

**Subject area**
HIW

**Catalog Number**
748

**Course Title**
Europe and the Non-Western World in the Nineteenth and Twentieth Centuries

**Department(s)**
History

**Description**
(Not open to students who have taken HIW 348.) Imperialism and colonialism in Africa and Asia, the growth of nationalism, decolonization, revolution, independence, and globalization.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Lehman College

Overview
Academic Institution
LEH01
Subject area
HIW
Catalog Number
750
Course Title
Topics in Non-Western History
Department(s)
History
Description
(Should be repeated as often as the topic changes.) Various sections in
topics in non-Western history. (For specific topics and sections each
semester, consult the Department.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Individual Study Pgms Department

The M.A. in Liberal Studies Program is an interdisciplinary 36-credit degree program that offers students the opportunity to design a course of study focusing on a specific issue that relates to their personal or career goals. Students take graduate courses as part of an individualized course of study, designed by the students themselves in consultation with an advisor, and suited to their own interests and professional needs. Students take a 12-credit core of Liberal Studies courses and 18-21 credits of graduate electives in various disciplines, including Sociology, Latin American Studies, Africana Studies, Health Sciences, English, History, and Education. The final requirement is to write a capstone or master's thesis under the supervision of a faculty member. MALS provides writing, research and critical thinking skills that are valuable in most management and entrepreneurial positions.

Programs

Overview
Institution Code
LEH01
Official Name of Program
Liberal Studies
Plan Code
LIB-MA
Department(s) Sponsoring Program
Individualized Study Programs
Career
Degree Designation
Graduate
MA - Master of Arts

Requirements

Simple Requisites

Masters Requirements - Admission Requirements
Type
Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree with at least a 3.0 grade point average
  or its foreign equivalent from an accredited college or university. In exceptional cases student with a cumulative
  undergraduate grade point average below 3.0 may apply
### Masters Requirements - Master of Arts

**Type**
- Completion Requirement

**Masters Requirement Details**

<table>
<thead>
<tr>
<th>Earn at least 36 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transfer Credits</strong></td>
</tr>
<tr>
<td>- With appropriate permission, matriculated graduate students may apply to transfer up to 12 credits of graduate courses that have been earned within the last five years. A maximum of six credits can be transferred from courses applied toward a previously awarded master's degree.</td>
</tr>
</tbody>
</table>

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

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

### Time Limit
- Degree candidates must complete all requirements for the degree within a period of five years following...
Lehman College

matriculation.

Additional Comments:

**Masters Requirements - Thesis Option**

**Type**

**Completion Requirement**

**Fulfill ALL of the following requirements:**

**Core Courses**

Complete ALL of the following Courses:
- MLS701 - Introduction to the Liberal Arts
- MLS702 - The Arts and Humanities
- MLS703 - The Social Sciences
- MLS704 - The Natural Sciences

**Electives**

Earn at least 18 credits
- Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

**Thesis**

Complete ALL of the following Courses:
- MAT797 - Independent Study
- A written thesis proposal must be approved by the Faculty Advisory Committee, assuming prior approval by the student's first and second readers, by the time the student has completed 20 credits and is about to begin serious research or study related to the master's thesis.
- Upon completion of all course work and submission of thesis or capstone project, all students must successfully pass a one-hour oral defense with their thesis/capstone committee. The chair of this committee and primary reader/adviser of the thesis/capstone is a faculty member in the field addressed by the thesis/capstone; the second reader of the thesis/capstone will usually be a program faculty adviser, but not necessarily in all cases.

**Additional Comments:**

**Masters Requirements - Capstone Option**

**Type**

**Completion Requirement**

**Fulfill ALL of the following requirements:**

**Core Courses**

Complete ALL of the following Courses:
- MLS701 - Introduction to the Liberal Arts
- MLS702 - The Arts and Humanities
- MLS703 - The Social Sciences
- MLS704 - The Natural Sciences

**Electives**

Earn at least 21 credits
- Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.
Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

Complete ALL of the following Courses:
- MLS796 - Capstone Project
- Students who plan to do a capstone project first must successfully complete 33 credits of course work with a 3.0 average. They then must meet with two approved readers to frame an interdisciplinary capstone project (MLS 796), to be completed under the direction of an adviser from the program.
- Upon completion of all course work and submission of thesis or capstone project, all students must successfully pass a one-hour oral defense with their thesis/capstone committee. The chair of this committee and primary reader/adviser of the thesis/capstone is a faculty member in the field addressed by the thesis/capstone; the second reader of the thesis/capstone will usually be a program faculty adviser, but not necessarily in all cases.

Additional Comments:

Overview
Academic Institution
LEH01
Subject area
MLS
Catalog Number
701
Course Title
Introduction to the Liberal Arts
Department(s)
Individualized Study Programs
Description
Current debates about interdisciplinarity and trans-disciplinarity and the languages of selected academic disciplines.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
MLS
Catalog Number
702
Course Title
The Arts and Humanities
Department(s)
Individualized Study Programs
Description
A survey of intersections among major themes in history, literature, philosophy, and the fine and performing arts. Introduction to methodologies necessary to analyze textual and visual evidence historically and critically.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area MLS
Catalog Number 703
Course Title The Social Sciences
Department(s) Individualized Study Programs
Description
The Social Sciences Description
The aim is to help students learn to evaluate critically the claims of social scientists by helping them appreciate more deeply the evidence and reasoning used to justify them. Study of both classical and contemporary studies demonstrating a wide range of theoretical approaches and methodologies of the social sciences. Also critical comparison and evaluation of the social sciences' general claims of scientific validity.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area MLS
Catalog Number 704
Course Title The Natural Sciences
Department(s) Individualized Study Programs
Description
The course aims to provide students with "scientific literacy." It is designed to give firsthand knowledge of the classic works and great figures of science, from Aristotle to the present. Includes hands-on laboratory experience to give a practical sense of the difficulties and limitations of experiment and observation in gathering knowledge about nature. Stresses general philosophical and methodological issues that scientists and non scientists should confront.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### Overview

#### Independent Reading
- **Subject area**: MLS
- **Catalog Number**: 795
- **Course Title**: Independent Reading
- **Department(s)**: Individualized Study Programs
- **Description**: Reading on special topics chosen in consultation with the student's faculty adviser and with the approval of the liberal studies Faculty Advisory Committee.
- **Academic Career**: Graduate
- **Permission Type**: Yes
- **Department Consent Required**: Yes
- **Credits**: Minimum Units: 3, Maximum Units: 3

#### Capstone Project
- **Subject area**: MLS
- **Catalog Number**: 796
- **Course Title**: Capstone Project
- **Department(s)**: Individualized Study Programs
- **Description**: Under the supervision of a program-appointed adviser, with input from a second faculty member, students research and produce a capstone project. Possible projects, incorporating approaches from at least two different academic disciplines, may include but are not limited to a research paper, a literature review, an annotated critical bibliography, or the development of a website.
- **Academic Career**: Graduate
- **Permission Type**: No
- **Department Consent Required**: Yes
- **Credits**: Minimum Units: 3, Maximum Units: 3

#### Master's Thesis Preparation
- **Subject area**: MLS
- **Catalog Number**: 797
- **Course Title**: Master's Thesis Preparation
- **Department(s)**: Individualized Study Programs
- **Description**: Supervised research, culminating in an interdisciplinary Master's Thesis (Open only to students matriculated in the program in Liberal Studies)
- **Academic Career**: Graduate
- **Permission Type**: Yes
- **Department Consent Required**: Yes
- **Credits**: Minimum Units: 6, Maximum Units: 6
## Journalism and Media Studies Department

### Courses

**Overview**

<table>
<thead>
<tr>
<th>Academic Institution</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>COM</td>
</tr>
<tr>
<td>Course Title</td>
<td>Seminar in Communication Theory and Research</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Journalism and Media Studies</td>
</tr>
<tr>
<td>Description</td>
<td>Special topics and issues in contemporary research and theory construction in communication.</td>
</tr>
<tr>
<td>Academic Career</td>
<td>Graduate</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>No</td>
</tr>
<tr>
<td>Permission Type</td>
<td>Department Consent Required</td>
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</table>

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
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</tbody>
</table>

### Languages and Literatures Department

The Department of Languages and Literatures currently offers a Master of Arts in Spanish and graduate courses in Old Irish.

### Programs

**Overview**

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Spanish Literature</td>
</tr>
<tr>
<td>Plan Code</td>
<td>SPAH-MA</td>
</tr>
<tr>
<td>Career</td>
<td>Graduate</td>
</tr>
<tr>
<td>Degree Designation</td>
<td>MA - Master of Arts</td>
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</table>

**Requirements**

**Simple Requisites**

<table>
<thead>
<tr>
<th>Masters Requirements - Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Prerequisite</td>
</tr>
<tr>
<td>Earn at least 18 credits</td>
</tr>
<tr>
<td>1. Have completed 18 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 9 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures. As part</td>
</tr>
</tbody>
</table>

**Overview**

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>SPAH-MA</td>
</tr>
<tr>
<td>Catalog Number</td>
<td>Languages and Literatures</td>
</tr>
<tr>
<td>Course Title</td>
<td>Contemporary Rhetorical Theory</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Journalism and Media Studies</td>
</tr>
<tr>
<td>Description</td>
<td>Contributions made to rhetorical theory by British and American rhetoricians.</td>
</tr>
<tr>
<td>Academic Career</td>
<td>Graduate</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>No</td>
</tr>
<tr>
<td>Permission Type</td>
<td>Department Consent Required</td>
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</table>

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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**Overview**

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<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>SPAH-MA</td>
</tr>
<tr>
<td>Catalog Number</td>
<td>Languages and Literatures</td>
</tr>
<tr>
<td>Course Title</td>
<td>Spanish Teacher 7-12</td>
</tr>
<tr>
<td>Department(s)</td>
<td>Languages and Literatures</td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Academic Career</td>
<td>Graduate</td>
</tr>
<tr>
<td>Permission Type</td>
<td>Department Consent Required</td>
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</table>

**Requirements**

**Simple Requisites**

<table>
<thead>
<tr>
<th>Masters Requirements - Admission Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>Completion Requirement</td>
</tr>
<tr>
<td>Earn a minimum GPA of 3.0</td>
</tr>
<tr>
<td>1. A bachelor's degree from an accredited college or university with a Spanish major (or its equivalent) and an overall index of 3.0 or higher. In order to be recommended by Lehman College for certification in Teaching Spanish, candidates must have completed a core of liberal arts/sciences courses in addition to their major (see adviser for details).</td>
</tr>
</tbody>
</table>
of the required courses, students must have taken SPA300 (Introduction to Literary Studies) and SPA309 (Advanced Spanish Grammar) or their equivalents in another accredited college or university. If the candidate has not taken these courses, he/she should consult with the graduate advisor.

Academic Writing Sample
- Submission of an academic writing sample in Spanish. This sample can be an essay submitted for a literature class from an accredited college or university. The length of this essay must be at least eight pages long, including bibliography. The student will meet with the graduate advisor for an assessment of this writing sample.

Personal Statement & Recommendation
- Submission of a personal statement of some 500 words indicating, as precisely as possible, the applicant’s preparation for master’s work and career plans (in English).
- Two letters of recommendation.

Graduate Advisement
- A meeting with the Graduate Program Advisor is required. The Advisor will complete an assessment process based on the documentation provided by the student. A discussion and an assessment of the writing sample and the language skills required to perform graduate studies in Spanish will be conducted during the meeting with the Graduate Advisor.

Additional Comments:

Masters Requirements - Masters of Arts
Type
Completion Requirement

Earn at least 30 credits

Comprehensive Examination
- All students in the program must pass a comprehensive examination. This test must be taken during the last semester of graduate studies.

Additional Comments:

Masters Requirements - Required Courses
Type
Completion Requirement

Complete ALL of the following Courses:
- SPA601 - Hispanic Linguistics
- SPA701 - Seminar In Research and Methodology in Literary Analysis And Criticism
- SPA619 - Seminar In Studies of Hispanic and Latin American Cultures
- The above are required courses and must be taken during the first year of graduate studies. If unable to take these courses during the first year of graduate studies, the student should schedule a meeting with the graduate advisor to discuss options.

Additional Comments:

Masters Requirements - Teaching Spanish 7-12
Type
Completion Requirement

Demonstrate the ability to successfully pursue graduate study by earning a B or better in Spanish coursework.

Earn at least 24 credits
- Have completed 24 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.

Spanish Content Specialty Test
- Submit scores from the Spanish Content Specialty Test (CST).

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

Sequence 2
- For Sequence 2, be eligible for a valid New York State Transitional B certificate in Teaching Spanish grades 7-12.

Recommendation
- Two letters of recommendation.

Consultation
- Report to the Department of Languages and Literatures for consultation with adviser and assessment of Spanish language skills prior to matriculation.

Oral Proficiency
- Oral proficiency at the Advanced Low level on the American Council on Teaching Foreign Languages (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI). Candidates who do not score Advanced Low are accepted conditionally and must redo and pass the interview before completion of 18 credits.

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

Additional Comments:
advisor and request special permission to take the courses in following semesters.

**Masters Requirements - Peninsula Literature**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 3 credits</td>
<td>- A minimum of one course in Peninsular literature (3 credits)</td>
</tr>
</tbody>
</table>

**Masters Requirements - Latin American literature**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 3 credits</td>
<td>- A minimum of one course in Latin American literature (3 credits)</td>
</tr>
</tbody>
</table>

**Masters Requirements - Electives**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 15 credits</td>
<td>- 5 elective Graduate Spanish courses (15 credits)</td>
</tr>
</tbody>
</table>

**Masters Requirements - Sequence 1**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulfill ALL of the following requirements:</td>
<td></td>
</tr>
<tr>
<td>Educational Foundations</td>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- ESC501 - Psychological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>- ESC502 - Historical Foundations of Education: A Multicultural Perspective</td>
<td></td>
</tr>
<tr>
<td>- ESC529 - Language and Literacies Acquisition in Middle &amp; HS Education</td>
<td></td>
</tr>
<tr>
<td>- ESC506 - Special Needs Education in TESOL and Secondary Settings</td>
<td></td>
</tr>
<tr>
<td>Methods of Teaching Spanish</td>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- ESC524 - Teaching Foreign Language in Middle and High School</td>
<td></td>
</tr>
<tr>
<td>- ESC562 - Teaching Language Arts in Languages Other than English</td>
<td></td>
</tr>
<tr>
<td>Spanish Language, Literature, and Culture</td>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- SPA601 - Hispanic Linguistics</td>
<td></td>
</tr>
<tr>
<td>- SPA618 - Seminar in Spanish Sociolinguistics</td>
<td></td>
</tr>
<tr>
<td>- SPA619 - Seminar In Studies of Hispanic and Latin American Cultures</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Earn at least 6 credits</td>
</tr>
<tr>
<td>- 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.</td>
<td></td>
</tr>
<tr>
<td>Fulfill ANY of the following requirements:</td>
<td></td>
</tr>
<tr>
<td>Teaching Internship for Full-Time Spanish Teachers</td>
<td>Complete ALL of the following Courses:</td>
</tr>
</tbody>
</table>
Complete ALL of the following Courses:

- ESC595 - Internship in Classroom Teaching
- ESC611 - Teaching Internship Seminar in Secondary Education

Or Student Teaching in Spanish

Complete ALL of the following Courses:

- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

**Additional Comments:**

**Masters Requirements - Sequence 2**

**Type**

**Completion Requirement**

**Fulfill ALL of the following requirements:**

**Educational Foundations**

Complete ALL of the following Courses:

- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

**Methods of Teaching Spanish**

Complete ALL of the following Courses:

- ESC524 - Teaching Foreign Language in Middle and High School
- ESC562 - Teaching Language Arts in Languages Other than English

**Spanish Language, Literature, and Culture**

Complete ALL of the following Courses:

- SPA601 - Hispanic Linguistics
- SPA618 - Seminar in Spanish Sociolinguistics
- SPA619 - Seminar In Studies of Hispanic and Latin American Cultures

**Electives**

Earn at least 6 credits

- 6 credits of electives to be determined in consultation with the adviser from the Department of Languages and Literatures.

**Teaching Internship**

Complete ALL of the following Courses:

- ESC595 - Internship in Classroom Teaching
- ESC611 - Teaching Internship Seminar in Secondary Education

**Additional Comments:**

**Masters Requirements - Certification in Teaching**
## Masters Requirements - Certification in Teaching

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Requirements</td>
</tr>
</tbody>
</table>

In order to be recommended for Initial Certification in teaching Spanish 7-12, candidates must:
1. have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences (please see adviser for details); 
2. for candidates seeking initial certification, present passing scores on the following New York State examinations: EAS, edTPA and Spanish Content Specialty Test; for candidates certified prior to April 30, 2014, present passing scores only on the Spanish Content Specialty Test; and 
3. meet any additional New York State requirements.

In order to qualify for Professional Certification in teaching Spanish 7-12, candidates must successfully complete the master's program, must have completed three years of full-time teaching in a public or private school which serves grades 7-12, and must meet any additional New York State requirements.

Qualified Teaching Spanish 7-12 candidates may also apply to the Advanced Certificate: Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study.

## Additional Comments:

### Masters Requirements - Nonmatriculants

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requirements</td>
</tr>
</tbody>
</table>

Nonmatriculants must meet with an adviser from the Department of Middle and High School Education and must have their skills assessed by an adviser from the Department of Languages and Literatures prior to registration.

## Additional Comments:

### Overview

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Spanish</td>
</tr>
<tr>
<td>Plan Code</td>
<td>SPAL-MA</td>
</tr>
<tr>
<td>Career</td>
<td>Degree Designation</td>
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<tr>
<td>Graduate</td>
<td>MA - Master of Arts</td>
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</table>

### Requirements

#### Masters Requirements - Admission Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td></td>
<td>Earn at least 18 credits</td>
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<tr>
<td></td>
<td>Have completed 18 credits in advanced (300-level and</td>
</tr>
</tbody>
</table>
Have completed 18 credits in advanced (300-level and above) undergraduate Spanish courses (including a minimum of 9 advanced credits in literature courses conducted in Spanish). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures. As part of the required courses, students must have taken SPA300 (Introduction to Literary Studies) and SPA309 (Advanced Spanish Grammar) or their equivalents in another accredited college or university. If the candidate has not taken these courses, he/she should consult with the graduate advisor.

Advisement
- A meeting with the Graduate Program Advisor is required. The Advisor will complete an assessment process based on the documentation provided by the student. A discussion and an assessment of the writing sample and the language skills required to perform graduate studies in Spanish will be conducted during the meeting with the Graduate Advisor.

Additional Comments:

Masters Requirements - Spanish
Type Completion Requirement
- Earn at least 30 credits

Additional Comments:
- All students in the program must pass a comprehensive examination. This test must be taken during the last semester of graduate studies.

Masters Requirements - Required Courses
Type Completion Requirement
- Fulfill ALL of the following requirements:
  - Complete ALL of the following Courses:
    - SPA601 - Hispanic Linguistics
    - SPA701 - Seminar in Research and Methodology in Literary Analysis and Criticism
    - SPA619 - Seminar in Studies of Hispanic and Latin American Cultures
    - The required courses and must be taken during the first year of graduate studies. If unable to take these courses during the first year of graduate studies, the student should schedule a meeting with the graduate advisor and request special permission to take the courses in following semesters.

Peninsular Literature
- Earn at least 3 credits

Latin American literature
- Earn at least 3 credits
Masters Requirements - Elective Courses

Type
Completion Requirement

Earn at least 15 credits

Overview
Academic Institution
LEH01
Subject area
CLA
Catalog Number
611
Course Title
Synthesis of Classical Culture
Department(s)
Languages and Literatures
Description
Rapid survey of the culture of Greece and Rome, designed to enable students to effect a correlation of classical literature and art with their historical background. The course includes visits to The Metropolitan Museum of Art. Each student is required to make a special study of one important literary genre in its development through Greek and Latin literature.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
--- | ---
3 | 3

Overview
Academic Institution
LEH01
Subject area
CLA
Catalog Number
630
Course Title
Greek and Roman Tragedy in English Translation
Department(s)
Languages and Literatures
Description
Study of Greek tragedy against the background of its times, with some consideration of the validity of Aristotelian critical standards and of the Roman tragedy of Seneca the Younger as an important link between Greek tragedy and the drama of the Renaissance.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
--- | ---
3 | 3
Overview
Academic Institution
LEH01
Subject area IRI
Catalog Number 701
Course Title Special Topics in Old Irish
Department(s) Languages and Literatures
Description In-depth study of various topics in Old Irish. (For specific topics and sections each semester, consult the Department.)
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area IRI
Catalog Number 781
Course Title Independent Study
Department(s) Languages and Literatures
Description Independent study in Irish language under the guidance of a faculty adviser. (May be repeated for credit with change of topic.)
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ITA
Catalog Number 712
Course Title Dante's Vita Nuova and Inferno
Department(s) Languages and Literatures
Description Study of Dante's lyrical and mystical period; the Inferno as seen against the historico-political, social, and intellectual background of medieval Florence.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ITA
Catalog Number 713
Course Title The Purgatorio
Department(s) Languages and Literatures
Description Intensive study of the Purgatorio background, symbols, poetical significance, and place in the development of Dante's art.
Academic Career Graduate
Liberal Arts Yes
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
ITA
Catalog Number
714
Course Title
The Paradiso
Department(s)
Languages and Literatures
Description
Dante’s final ascent to the “Source of All Being”; theology and beauty; the contents, episodes, and lyrical and mystical consummation of the comedy’s Third Cantica.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area
ITA
Catalog Number
715
Course Title
The Poetry and Humanism of Petrarch
Department(s)
Languages and Literatures
Description
“Canzoniere”, “Trionfi”, the “Secretum”, “De Viris Illustribus”, and the “Correspondence.”
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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</table>

Overview
Academic Institution
LEH01
Subject area
RLG
Catalog Number
701
Course Title
Introduction to Romance Linguistics I (in English)
Department(s)
Languages and Literatures
Description
Comparative study of the evolution of French, Italian, and Spanish. Study of principles underlying the development of the Romance languages and present methods of analysis.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area
RLG
Catalog Number
702
Course Title
Introduction to Romance Linguistics II (in English)
Department(s)
Languages and Literatures
Description
Continuation of RLG 701. Phonology and morphology of Old French, Old Italian, and Old Spanish, with their development through Vulgar Latin.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
RLG
Catalog Number
705
Course Title
Studies in Comparative Romance Literature I (in English)
Department(s)
Languages and Literatures
Description
The sources, nature, impact, and interdependence of the major literary currents in the various Romance literatures from the medieval period to the Renaissance.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
RLG
Catalog Number
706
Course Title
Studies in Comparative Romance Literature II (In English)
Department(s)
Languages and Literatures
Description
The sources, nature, impact, and interdependence of the major literary currents in the various Romance literatures from the Enlightenment to the modern era.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
RLG
Catalog Number
741
Course Title
Old French
Department(s)
Languages and Literatures
Description
Study descriptive and historical usw of the grammar of Old French. Reading of selected poetry and prose texts.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
601
Course Title
Hispanic Linguistics
Department(s)
Languages and Literatures
Description
Major theoretical and practical foundations of the structure and grammar of the Spanish language, with a focus on the following areas: phonetics and phonology, morphology, syntax, semantics, pragmatics, and history of the Spanish language. These major theoretical and practical foundations will allow students to explore some of the applied fields of linguistics.PREREQ: SPA 309 or Department permission (from graduate advisor).
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3
Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  602
Course Title
Bilingualism and Spanish in the US
Department(s)
Languages and Literatures
Description
Concepts of bilingualism and history of Spanish in the US. Spanish linguistics, sociolinguistics, language acquisition, language maintenance, language contact, education and language policies. Conducted in Spanish.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  603
Course Title
Critical and Social Justice Approaches to Teaching Spanish
Department(s)
Languages and Literatures
Description
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  610
Course Title
Hispanic Women Authors
Department(s)
Languages and Literatures
Description
(Open to qualified undergraduate students with Departmental permission.) Works of women writers from Spain and/or Spanish America.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  618
Course Title
Seminar in Spanish Sociolinguistics
Department(s)
Languages and Literatures
Description
The role of Spanish in its social context as the basis for understanding issues central to observation, description and explanation of the linguistic system, studied through the lenses of linguistic variation and change across time. Implications for teaching Spanish.PREREQ: SPA 601 or Department permission (from graduate advisor).
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
SPA

**Course Title**
Seminar In Studies of Hispanic and Latin American Cultures

**Department(s)**
Languages and Literatures

**Description**
Provides an understanding of the complex cultural realities of the Hispanic World through the interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art, gastronomy). Students will integrate the newly acquired knowledge into their foreign language instruction and will be exposed more to research methodologies and scholarly writing.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
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</thead>
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</tbody>
</table>

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**Overview**

**Academic Institution**
LEH01

**Subject area**
SPA

**Catalog Number**
619

**Course Title**
Seminar In Research and Methodology in Literary Analysis And Criticism

**Department(s)**
Languages and Literatures

**Description**
Introduction to research methodologies and critical analysis in literary studies. Introduction to the principles of research, documentation and the use of bibliographic sources. Practice in research methodologies and writing scholarly essays are emphasized. An approach to major theoretical and critical perspectives in literary studies is offered. PREREQ: SPA 300 or Departmental permission (from graduate advisor).

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

**Credits**

<table>
<thead>
<tr>
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</tbody>
</table>

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**Overview**

**Academic Institution**
LEH01

**Subject area**
SPA

**Catalog Number**
711

**Course Title**
Spanish Literature of the Middle Ages

**Department(s)**
Languages and Literatures

**Description**
Study of a medieval genre, a subgenre, or a literary topic. The selection may include epic and romance, ballads, õmester de clerecia and mester de juglaria,õ short fiction, courtly love, etc.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

<table>
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<th>Minimum Units</th>
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</table>

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**Overview**

**Academic Institution**
LEH01

**Subject area**
SPA

**Catalog Number**
721

**Course Title**
Spanish Poetry of the Golden Age

**Department(s)**
Languages and Literatures

**Description**
Study of the poetic traditions of the Renaissance and the Baroque.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
SPA
Course Title
The Spanish Novel of the Golden Age
Department(s)
Languages and Literatures
Description
Narrative prose of the Renaissance and the Baroque.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
SPA
Course Title
Spanish Drama of the Golden Age
Department(s)
Languages and Literatures
Description
The Comedia: its antecedents and its major playwrights.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
SPA
Course Title
Cervantes
Department(s)
Languages and Literatures
Description
Don Quixote and the birth of the modern European novel, with attention to the many literary genres, narrative and lyric, that converge in the work.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
SPA
Course Title
Captivity in Cervantes
Department(s)
Languages and Literatures
Description
Study of Cervantes' captivity experience in Algiers and its impact on his narrative and dramatic texts. Advanced research and scholarly writing methodologies are required components. Conducted in Spanish.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3
Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
731
Course Title
Spanish Literature of the Nineteenth Century
Department(s)
Languages and Literatures
Description
Romanticism and Realism in Spain.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
732
Course Title
Defying the Real: Fantastic Realism in the Hispanic World
Department(s)
Languages and Literatures
Description
This course, conducted in Spanish, offers an exploration of the fantastic traditions in the Spanish-speaking world. This course will further expose students to research methodologies and to scholarly writing.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
741
Course Title
The Generations of 1898 and 1927
Department(s)
Languages and Literatures
Description
Selected works of representative authors from the turn of the century to the Spanish Civil War.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
742
Course Title
Spanish Literature after the Civil War
Department(s)
Languages and Literatures
Description
Selected works written in Spain and in exile after 1939.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3
Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
743
Course Title
Spanish Poetry of the Twentieth Century
Department(s)
Languages and Literatures
Description
This course will offer students extensive understanding of the poetry of twentieth-century Spain. Surrealism, the Generation of 27, the Generation of 36, the new poetry of the 70s, and the diverse currents of the end of the century will be presented in relation to political, social, and economic trends.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
751
Course Title
Colonial Spanish-American Literature
Department(s)
Languages and Literatures
Description
Prose and poetry from the discovery of America through 1800.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
752
Course Title
Spanish-American Literature of the Nineteenth Century
Department(s)
Languages and Literatures
Description
The study of topics, such as the wars of independence, national identity, slavery, and democracy, as manifested in literary texts.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
753
Course Title
Latin American and Spanish Modernismo
Department(s)
Languages and Literatures
Description
Latin American and Spanish writers of late 19th and early 20th century. Poetry, narrative, and chronicles. Advanced research and scholarly writing methodologies are a central component of this course. Conducted in Spanish.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  754
Course Title
Twentieth-Century Spanish-American Narrative
Department(s)
Languages and Literatures
Description
Tradition, innovation, and experimentation in the prose narrative of this century.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  755
Course Title
Twentieth-Century Spanish-American Poetry
Department(s)
Languages and Literatures
Description
Analysis of selected texts.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  756
Course Title
Latin American Global Novels – 20th and 21st Century Narratives
Department(s)
Languages and Literatures
Description
This course, conducted in Spanish, offers a survey of the major trends in contemporary Latin American narratives from late 1970s (post-boom) to the first decades of the 21st century. This class is structured around the discussion of global cultural networks in the narrative works of Latin American contemporary authors. Cosmopolitanism, globalization, world literature, postcolonialism, decolonialism, subalternity and other connected concepts will be explored.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  Catalog Number
SPA  757
Course Title
20th and 21st Centuries Contemporary Latin American Poetry
Department(s)
Languages and Literatures
Description
This course, conducted in Spanish, offers a survey of the major trends in contemporary Latin American poetry from the last decades of the 20th century to the first decades of the 21st, with a focus on emerging voices in the literary panorama of Latin American poetry and innovative poetic trends. Through critical readings, historical discussions and the study of the context of production of literary works, students will engage in the study of major contemporary poetic texts.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units  Maximum Units
3  3
Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
761
Course Title
Topics in Latin American Literature
Department(s)
Languages and Literatures
Description
Analysis of Latin American literary works. Offerings vary from semester to semester. (Course may be repeated for up to six credits)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
771
Course Title
Readings in Hispanic Literatures
Department(s)
Languages and Literatures
Description
Independent study of Peninsular and/or Spanish-American literary works, carried out by individual students under the guidance of Departmental faculty.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
1
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
SPA
Catalog Number
999
Course Title
Mastrs Comprehensive
Department(s)
Languages and Literatures
Description
Mastrs Comprehensive
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units
0
Maximum Units
0
Latin Amer & Latino Studies Department

The interdisciplinary Department of Latin American and Latino Studies (LALS) offers Bachelor of Arts degrees in Latin American and Caribbean Studies (LAC) and Latino Studies (LTS).

We offer minors in Latin American and Caribbean Studies, Latino Studies, and Mexican and Mexican American Studies.

Many of our basic courses fulfill both major and minor and Pathways requirements. Our interdisciplinary Latin American and Caribbean Studies (LAC) major explores the cultures, histories, politics, arts and social dynamics of Latin America and the Caribbean. Our Latino Studies major (LTS) centers the experiences and contributions of diasporic Latino populations to the vibrant social fabric of the United States today and over time. A Latin American and Caribbean or Latino Studies major or minor prepares graduates for any number of career paths.

Professional Opportunities and Graduate Study: A student receiving a degree in Latin American and Caribbean Studies and Latino and Studies will receive a solid liberal arts foundation suitable for careers in nonprofit organizations, media, technology, healthcare, business, industry, government service, teaching (at all levels), as well as preparation for graduate study in numerous disciplines.

Prospective students are encouraged to look through our webpage for more information about our excellent faculty and far-ranging curriculum.

The Department of Latin American and Latino Studies cooperates in preparation for elementary and secondary teaching with Lehman’s Department of Early Childhood and Childhood Education and the Department of Middle and High School Education. We also participate in the interdisciplinary Comparative Literature Program and the Women’s Studies Option.

Courses

Overview
Academic Institution
LEH01
Subject area: LAC
Catalog Number
750

Course Title
Latin American, Latino and Puerto Rican Studies
Department(s)
Latin American and Latino Studies
Description
Study of various topics in Latin American, Latino and Puerto Rican Studies. For specific topics and sections each semester, consult the Department (May be repeated for a maximum of six credits.)

Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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Management and Business Innova Department

The Department offers M.S. in Business (MSB). Students may choose to study one of the following two concentrations – Finance and Human Resource Management. MSB in Human Resource Management is available only in online modality.

Career Opportunities: The degree programs are designed to equip students with the necessary competencies for successful careers in corporations, government or non-profit organizations, education, and research.

Preparation for Graduate Study: Students planning to pursue graduate study in accounting should contact the Graduate Adviser in Business.

Programs

Overview
Institution Code
LEH01
Official Name of Program
Business Administration
**Requirements**

**Simple Requisites**

**Major Requirements - Admission**

**Type**

**Prerequisite**

**Additional Comments:**

Applicants to the MSB program must have earned their bachelor's degree from an accredited undergraduate institution in the U.S. or abroad. They must have a minimum grade point average of 3.0 (B) or a minimum GPA of 2.8 (B-) with at least two years of supervisory or managerial experience in the area of study.

- They must have completed:
  - 6 credits in Accounting;
  - 6 credits in Economics; and
  - 6 credits in Statistics

Applicants must submit a statement of career objectives, and two letters of recommendation. GMAT is optional in support of application.

**International Students** must additionally obtain a minimum total score of 500 or equivalent on the TOEFL and comply with the applicable financial and visa requirements. Those who have earned their baccalaureate from a college or university in which the language of instruction was exclusively English are exempted from the TOEFL requirement. The online-only MS program option is not available to students studying on an F1 Visa as they may take only one online course in a semester to maintain full-time student status. However, international students are eligible to participate in the online-format programs from their home countries.

**Major Requirements - Overall**

**Type**

**Completion Requirement**

**Earn at least 30 credits**

**Curriculum:** The 30-credit curriculum includes 12 credits in a common professional core, 12 credits in the chosen field of specialization, and 6 credits in two capstone seminar. Full-time students may complete their degree requirements within twelve to eighteen months, through in person and/or online courses.

Academic Excellence Fees for the Master of Science in Business are as follows: $65.00 per credit up to a maximum of $325.00 per semester.

**Additional Comments:**

**Major Requirements - Core Courses**

**Type**

**Completion Requirement**

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

- MSB700 - Organizational Behavior
- MSB701 - Quantitative Analysis for Managers
- MSB702 - Economic Analysis for Managers
- MSB703 - Computer-Based Information Systems for
### Lehman College

#### Managers

**Capstone Seminars**

Earn at least 6 credits from the following:

- MSB795 - Seminar in Strategic Management
- MSB796 - Seminar in Ethical Issues in Management

**Additional Comments:**

- International Business, Marketing, and E-Business Specializations: No students will be admitted to the International Business, Marketing or E-Business specialization until further notice.

#### Major Requirements - Finance Specialization

**Type**

Completion Requirement

Earn at least 12 credits from the following:

- MSB710 - Investment Analysis
- MSB711 - Capital Budgeting
- MSB712 - Financial Statements Analysis
- MSB713 - International Financial Management

**Additional Comments:**

#### Major Requirements - Human Resources Management Specialization

**Type**

Completion Requirement

Earn at least 12 credits from the following:

- MSB730 - Human Resource Management
- MSB731 - Employee Training and Development
- MSB734 - International Human Resource Management
- MSB735 - Labor Management Relations

**Additional Comments:**

#### Major Requirements - International Business Specialization

**Type**

Completion Requirement

Earn at least 12 credits from the following:

- MSB713 - International Financial Management
- MSB720 - Managing in a Global Environment
- MSB722 - International Marketing Management: Culture, Law, and Politics
- MSB724 - International Human Resource Management

**Additional Comments:**

#### Major Requirements - Marketing Specialization

**Type**

Completion Requirement

Earn at least 12 credits from the following:

- MSB720 - Managing in a Global Environment
- MSB721 - Applied Marketing Research
- MSB722 - International Marketing Management: Culture, Law, and Politics
- MSB723 - Contemporary Issues in Marketing
Major Requirements - E-Business Specialization

Type Completion Requirement

Earn at least 6 credits from the following:
- MSB720 - Managing in a Global Environment
- MSB722 - International Marketing Management: Culture, Law, and Politics

Courses

Overview
Academic Institution LEH01
Subject area MSB
Catalog Number 700

Course Title Organizational Behavior
Department(s) Management and Business Innovation
Description Study of human behavior in organizational settings; the interface between human behavior and the organization; structures and processes characteristic of organizations themselves; and ethical issues emerging in the management of human resources.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution LEH01
Subject area MSB
Catalog Number 701

Course Title Quantitative Analysis for Managers
Department(s) Management and Business Innovation
Description A survey of modern statistical concepts and quantitative methods as applied to business research and decision making. Statistical techniques covered include descriptive data analysis, probability distributions, correlation analysis, and regression analysis. Applied methods include linear programming and decision-making models. The objective is to prepare the student to analyze business data and to understand the statistical analyses encountered in business.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Managing in a Global Environment

Course Title: Managing in a Global Environment
Department(s): Management and Business Innovation
Description: Management processes and practices applicable to international business operations, examination of managerial functions, such as planning, organizing, communicating, staffing, and motivating and controlling, with respect to the global parameters of the business environment.
Academic Career: Graduate
Liberal Arts: No
Permission Type: No Special Consent Required

Credits

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Applied Marketing Research

Course Title: Applied Marketing Research
Department(s): Management and Business Innovation
Description: Provides students with a complete understanding of the methods and techniques involved in marketing research. Students will become familiar with all stages of the market research process from initial problem definition through the presentation of final results.
Academic Career: Graduate
Liberal Arts: No
Permission Type: No Special Consent Required

Credits

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</table>
**Overview**

**Academic Institution**
LEH01

**Subject area**
MSB

**Course Title**
International Marketing Management: Culture, Law, and Politics

**Department(s)**
Management and Business Innovation

**Description**
Key concepts of international marketing; emerging marketing opportunities and threats; entry mode strategies of international marketing; global strategies for products, brands, pricing, distribution, logistics, and communication; policy framework for international trade; international trade finance and risk management; institutional infrastructure for export promotion; international marketing research, export procedures, and documentation; and the World Trade Organization and its implications on international marketing.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area MSB
Catalog Number 730
Course Title Human Resource Management
Department(s) Management and Business Innovation
Description Introduction to human resource management as a functional field of business administration. Topics include employment, placement, and human resource planning; training and development of an organization's human resources; compensation and benefits; management and labor relations; health, safety, and security; training in ethics and social responsibility; and human resource research.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area MSB
Catalog Number 731
Course Title Employee Training and Development
Department(s) Management and Business Innovation
Description Advanced study of human resource management focusing on effective employee training and development. Topics include equal employment opportunity, recruiting, selection, training and development, compensation, and employee and labor relations.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area MSB
Catalog Number 732
Course Title Managing Group and Interpersonal Dynamics
Department(s) Management and Business Innovation
Description Special techniques involved in human resource supervision in handling morale, discipline, communication, grievances, learning, and other phases of employee and labor relations.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area MSB
Catalog Number 734
Course Title International Human Resource Management
Department(s) Management and Business Innovation
Description Theoretical and practical perspectives in the planning and implementation of an effective human resource program in a global business setting.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area MSB
Catalog Number 735
Course Title Labor Management Relations
Department(s) Management and Business Innovation
Description Examination of various aspects of labor-management relations in both unionized and at-will employment settings, including US labor movement, contemporary labor relations, labor and employment laws, collective bargaining, negotiation and dispute resolution, arbitration and contract grievances and public and private sector issues.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area MSB
Catalog Number 740
Course Title E-Business in a Global Setting
Department(s) Management and Business Innovation
Description Emerging concepts and principles in the practice of applying Internet technologies for global e-business, initiatives; significant effects of e-business on the global business environment; and social, legal, and ethical issues that surround the emergence and proliferation of global e-business
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
**Overview**

**Academic Institution**
LEH01

**Subject area**
MSB

**Course Title**
Internet Law in a Global Setting

**Department(s)**
Management and Business Innovation

**Description**
Discussion of competing visions about the globally networked world of the Internet; recognition and assessment of key ethical conflicts involving technology, the legal system, and civil liberties, including free speech and censorship in cyberspace; national security, ubiquitous surveillance and privacy; peer to peer file sharing; and ownership of virtual property.

**Academic Career**
Graduate
Liberal Arts
No

**Permission Type**
No Special Consent Required

**Credits**

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**Overview**

**Academic Institution**
LEH01

**Subject area**
MSB

**Course Title**
Independent Graduate Study in Business

**Department(s)**
Management and Business Innovation

**Description**
Individual study and research on a selected topic approved and supervised by a faculty member. PREREQ: To be determined by the supervising full-time faculty.

**Academic Career**
Graduate
Liberal Arts
No

**Permission Type**
No Special Consent Required

**Credits**

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**Overview**

**Academic Institution**
LEH01

**Subject area**
MSB

**Course Title**
Graduate Research Project in Business

**Department(s)**
Management and Business Innovation

**Description**
With the approval and under the supervision of a faculty member, student will select an original topic, specify the intended methodology, comment on initial findings, and present the results of their research in a scholarly report. PREREQ: To be determined by the supervising full-time faculty

**Academic Career**
Graduate
Liberal Arts
No

**Permission Type**
No Special Consent Required

**Credits**

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**Overview**

**Academic Institution**
LEH01

**Subject area**
MSB

**Course Title**
Seminar in Strategic Management

**Department(s)**
Management and Business Innovation

**Description**
Formulation and implementation of corporate strategy and the integration of these decisions in different functional areas.

**Academic Career**
Graduate
Liberal Arts
No

**Permission Type**
No Special Consent Required

**Credits**

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Lehman College

Overview
Academic Institution
LEH01
Subject area Catalog Number
MSB 796
Course Title Seminar in Ethical Issues in Management
Department(s) Management and Business Innovation
Description A multidisciplinary approach to the issues of ethical business practice, based on the examination of the role of business leadership in influencing society at large. Students will examine various experiences and participate in discussions regarding ethical dilemmas and day-to-day situations. Case studies are used to develop students' skills in situation analysis and conflict resolution.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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Mathematics Department
The Department of Mathematics offers the following graduate degree programs: Master of Arts in Mathematics, Advanced Certificate in Actuarial Science, and Master of Arts for Secondary School Teachers of Mathematics. The Department also offers courses in the Program in Mathematics Education for Intermediate School Teachers, which is administered by the Department of Middle and High School Education.

Programs

Overview
Institution Code LEH01
Official Name of Program Actuarial Mathematics
Plan Code ACM-ADVCR
Career Graduate
Department(s) Sponsoring Program Mathematics
Degree Designation Degree Designation
Certificate Requirements - Admission Requirements
Type Prerequisite
- Have a bachelor's degree or its equivalent from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study by having attained a minimum undergraduate grade average of B in required mathematics courses and a

Requirements
Simple Requisites

Advanced Certificate Requirements - Admission Requirements
Type Prerequisite
Bachelor's Degree
- Possess a bachelor's degree (or its equivalent) from an accredited college or university which meets New York State requirements for a general education core in the liberal arts and sciences. This degree shall include
grade average of B in required mathematics courses and a B- in the undergraduate record as a whole.

Complete ALL of the following Courses:
- Two letters of recommendation.
- A personal statement explaining your career plans.

Certificate Requirements - Overall
Type
Completion Requirement
Earn at least 20 credits

Certificate Requirements - Required Courses
Type
Completion Requirement
Complete ALL of the following Courses:
- MAT664 - Financial Mathematics
- MAT681 - Probability
- MAT764 - Advanced Financial Mathematics and Applications
- MAT781 - Advanced Probability and Applications
- MAT782 - Mathematical Statistics

Additional Comments:
 Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate program; the graduate advisor will determine exemption from courses (up to 8 credits) in the required curriculum.

Master's Degree
- Possess a master's degree in mathematics or an approved mathematics-related field.

Earn a minimum GPA of 3.0
- Demonstrate the ability to successfully pursue graduate study by having a master's grade point average (GPA) of 3.0 or better.

Certification
- Satisfy the content requirements for New York State initial certification.
- Submit scores on the NYS LAST Teacher Examination and the NYS Content Specialty Test in Mathematics (CST).

Recommendation & Essay
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.

Advanced Certificate Requirements - Mathematics Education 7-12
Type
Completion Requirement
Earn at least 24 credits
Earn a minimum Grade of 2.0

Advanced Certificate Requirements - Foundations of Education
Type
Completion Requirement
Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings

Additional Comments:
Advanced Certificate Requirements - Curriculum and Instruction

Type: Completion Requirement

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:
- ESC532 - Teaching Mathematics in Middle and High School
- ESC740 - Teaching Mathematics in Grades 7-10

Mathematics Education
Earn at least 6 credits
- 6 additional credits in mathematics education to be selected in consultation with the program coordinator

Additional Comments:

Advanced Certificate Requirements - Practicum

Type: Completion Requirement

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Complete ALL of the following Courses:
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Additional Comments:

Overview

Institution Code
LEH01

Official Name of Program Mathematics 7-12
Plan Code MAT-ADVCRT
Degree Designation ADVCEP7 - Advanced Certificate Post Baccalaureate

Requirements

Simple Requisites

Certificate Requirements - Admission Requirements
Type Prerequisite
- Possess a bachelor's degree (or its equivalent) from an accredited

Masters Requirements - Admission Requirements
Type Completion Requirement
1. A bachelor's degree (or its equivalent) from an accredited
accredited college or university which meets New York State requirements for a general education core in the liberal arts and sciences. This degree shall include a mathematics major, with a minimum of 36 credits in mathematics.

- Possess a master's degree in mathematics or an approved mathematics-related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's grade point average (GPA) of 3.0 or better.
- Satisfy the content requirements for New York State initial certification.
- Submit scores on the NYS LAST Teacher Examination and the NYS Content Specialty Test in Mathematics (CST).
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in a personal interview.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

Certificate Requirements - Overall
Type Completion Requirement

**Earn at least 24 credits**
The Certificate Program in Mathematics Education consists of 24-27 credits, as outlined below. Students must maintain a minimum B average throughout the course of the Program. All students are to consult with an adviser in Mathematics Education before starting the Program. In order to be recommended for NYS certification at the completion of the Program, candidates must have passed the LAST, the CST in Mathematics, and the NYS Written Assessment of Teaching Skills (ATS-W); they must also meet any additional requirements set by New York State.

Certificate Requirements - Required Courses
Type Completion Requirement

**Fulfill ALL of the following requirements:**

I. Foundations of Education

**Complete ALL of the following Courses:**
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings

II. Curriculum and Instruction

ESC532 - Teaching Mathematics in Grades 6-8

The Masters Requirements - Overall
Type Completion Requirement

**Earn at least 37 credits**

Masters Requirements - Sequence 1
Type Completion Requirement

**Fulfill ALL of the following requirements:**

Core Education

**Earn at least 16 credits from the following:**
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC532 - Teaching Mathematics in Middle and High School
- ESC595 - Internship in Classroom Teaching
  AND ESC612 - Seminar in Secondary and TESOL Student...
### Teaching
- ESC596 - Student Teaching in the Middle and High School Grades
- AND ESC612 - Seminar in Secondary and TESOL Student Teaching

**Pedagogical Content in Mathematics Education**
- Complete ALL of the following Courses:
  - ESC740 - Teaching Mathematics in Grades 7-10
  - ESC742 - Research in Mathematics Education
  - ESC748 - Teaching Problem Solving in Mathematics in Middle and High School

**Mathematics**
- Complete ALL of the following Courses:
  - MAT601 - Secondary School Mathematics from an Advanced Standpoint
  - MAT602 - Introduction to Number Theory and Modern Algebra I
  - MAT655 - Exploring Mathematics Using Technology
  - MAT661 - History of Mathematics

### Culminating Experience
- Fulfill ANY of the following requirements:
  - Complete ALL of the following Courses:
    - ESC706 - Project Seminar I
    - ESC707 - Project Seminar II

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

### Additional Comments:
- Masters Requirements - Sequence 2
  - Type Completion Requirement
  - Transitional B Sequence for Grades 5-9
  - Fulfill ALL of the following requirements:
    - Core Education
      - Earn at least 19 credits from the following:
        - ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
        - ESC501 - Psychological Foundations of Education
        - ESC502 - Historical Foundations of Education: A Multicultural Perspective
        - ESC506 - Special Needs Education in TESOL and Secondary Settings
        - ESC532 - Teaching Mathematics in Middle and High School
        - ESC595 - Internship in Classroom Teaching
        - ESC612 - Seminar in Secondary and TESOL Student Teaching
Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC742 - Research in Mathematics Education
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School

Mathematics

Complete ALL of the following Courses:
- MAT601 - Secondary School Mathematics from an Advanced Standpoint
- MAT602 - Introduction to Number Theory and Modern Algebra I
- MAT655 - Exploring Mathematics Using Technology
- MAT661 - History of Mathematics

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II

Comprehensive Examination

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

Additional Comments:

Masters Requirements - Sequence 3

Type Completion Requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC532 - Teaching Mathematics in Middle and High School
- ESC595 - Internship in Classroom Teaching
  AND ESC612 - Seminar in Secondary and TESOL Student Teaching
- ESC596 - Student Teaching in the Middle and High School Grades
  AND ESC612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC742 - Research in Mathematics Education
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
Middle and High School

Mathematics

Complete ALL of the following Courses:
- MAT601 - Secondary School Mathematics from an Advanced Standpoint
- MAT604 - Application of the Real and Complex Number Systems
- MAT637 - Topics in Discrete Mathematics
- MAT655 - Exploring Mathematics Using Technology
- MAT615 - Modern Algebra

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II

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

Comprehensive Examination

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

Additional Comments:

Masters Requirements - Sequence 4

Type
Completion Requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC532 - Teaching Mathematics in Middle and High School
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC742 - Research in Mathematics Education
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12
Mathematics
Earn at least 9 credits
- Three graduate electives in mathematics chosen in consultation with a program adviser.

Culminating Experience
Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II

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

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

Additional Comments:

Masters Requirements - Sequence 5
Type
Completion Requirement

Fulfill ALL of the following requirements:

Core Education
Earn at least 19 credits from the following:
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC532 - Teaching Mathematics in Middle and High School
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education
Complete ALL of the following Courses:
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC742 - Research in Mathematics Education
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12

Mathematics
Earn at least 9 credits
- Three graduate electives in mathematics chosen in consultation with a program adviser.
Culminating Experience
Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II

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

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

Additional Comments:

Masters Requirements - Sequence 6
Type
Completion Requirement

Fulfill ALL of the following requirements:

Core Education
Earn at least 19 credits from the following:
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC532 - Teaching Mathematics in Middle and High School
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Pedagogical Content in Mathematics Education
Complete ALL of the following Courses:
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC742 - Research in Mathematics Education
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12

Mathematics
Complete ALL of the following Courses:
- MAT601 - Secondary School Mathematics from an Advanced Standpoint
- MAT604 - Application of the Real and Complex Number Systems
- MAT637 - Topics in Discrete Mathematics
- MAT655 - Exploring Mathematics Using Technology
- MAT615 - Modern Algebra

Culminating Experience
Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
Complete ALL of the following Courses:

- ESC706 - Project Seminar I
- ESC707 - Project Seminar II

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

Comprehensive Examination

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

Additional Comments:

Masters Requirements - Sequence 7

Type 
Completion Requirement

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

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS780 - Adolescent Development
- EDS712 - The Adolescent with Disabilities
- EDS714 - Curr6Instructional Pract Culturally6Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS716 - Practicum in Curriculum6Instruction for Culturally6Linguistically Diverse Adolescents w/disabilities
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC740 - Teaching Mathematics in Grades 7-10
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor’s degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7-12.
Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Additional Comments:

Masters Requirements - Sequence B
Type
Completion Requirement

Trans B Alternative Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option
Fulfill ALL of the following requirements:

Foundations Core
Earn at least 21 credits from the following:

- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- EDS780 - Adolescent Development
- EDS712 - The Adolescent with Disabilities
- EDS714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS716 - Practicum in Curriculum & Instruction for Culturally Linguistically Diverse Adolescents w/disabilities
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core
Complete ALL of the following Courses:

- ESC740 - Teaching Mathematics in Grades 7-10
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching
Complete ALL of the following Courses:

- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

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

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

Additional Comments:
Masters Requirements - Additional Certification Requirements

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

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

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

Additional Comments:

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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Fulfill ALL of the following requirements:

Admission Requirements
- Possess New York State initial certification to teach mathematics in grades 5-9.
- Have at least two semesters of successful experience teaching mathematics in grades 7, 8, or 9; or one semester of supervised student teaching in mathematics in grades 7, 8, or 9 (with a grade of B or better).
- Mathematics coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in an interview.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

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

Certificate Requirements

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

Curriculum and Instruction

Complete ALL of the following Courses:
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12

Mathematics Content

Complete ALL of the following Courses:
- MAT604 - Application of the Real and Complex Number Systems
- MAT615 - Modern Algebra
- MAT637 - Topics in Discrete Mathematics

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

Additional Comments:

Overview

Institution Code
LEH01
Official Name of Program
Mathematics Teacher Grade 7-12 Alternative Transitional B Certification
Plan Code
MATA-MSED
Career
Graduate
Degree Designation
MSED - Master of Science in Education

Requirements

Simple Requisites

Masters Requirements - Admission Requirements

Type
Completion Requirement

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

Transitional B Sequence for Grades 5-9

Certification

Overview

Institution Code
LEH01
Official Name of Program
Mathematics
Plan Code
MATH-MA
Career
Graduate
Degree Designation
MA - Master of Arts

Requirements

Simple Requisites

Masters Requirements - Admission Requirements

Type
Prerequisite

Earn a minimum Grade of B
- Have a bachelor's degree or its equivalent from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study by having attained a minimum undergraduate grade average of B in mathematics courses and a B- in the undergraduate record as a whole. Alternatively, graduation from the Lehman Teachers Master's in Mathematics program or an equivalent master's degree with a B cumulative average may replace undergraduate grade requirements.
Certification

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

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

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

**Masters Requirements - Masters of Science in Education**

**Type**

- Completion Requirement

**Transitional B Sequence for Grades 5-9**
- Earn at least 37 credits

**Transitional B Sequence for Grades 5-9**
- Earn a minimum Grade of B

**Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**
- Earn at least 37 credits

**Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**
- Earn a minimum Grade of B

**Non Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**
- Earn at least 38 credits

**Non Math Majors who are eligible for a NYS Transitional B Certificate, 7-12**
- Earn a minimum Grade of B

**Additional Comments:**

- Masters Requirements - Transitional B Sequence for Grades 5-9
  - Core Education Courses
    - Complete ALL of the following Courses:
      - ESC501 - Psychological Foundations of Education
      - ESC502 - Historical Foundations of Education: A Multicultural Perspective
      - ESC506 - Special Needs Education in TESOL and Secondary Settings
      - ESC532 - Teaching Mathematics in Middle and High School
  - Pedagogical Content in Mathematics Education
    - Complete ALL of the following Courses:
      - ESC740 - Teaching Mathematics in Grades 7-10
      - ESC742 - Research in Mathematics Education

**Mathematics Courses**

- Have completed at least calculus through vector calculus, at least 3 credits in linear algebra, at least 3 credits in modern algebra and at least 3 credits in advanced calculus/analysis. (Students with fewer than 12 credits in mathematics beyond calculus or lacking specific courses may be considered for conditional admission; however, any student admitted must be sufficiently advanced to take at least one course in the program the first semester of matriculation.)

**Masters Requirements - Master of Arts**

**Type**

- Completion Requirement

**Earn at least 30 credits**

**Earn at least 18 credits**

- Must be taken as a matriculated student at Lehman.
- A written comprehensive examination is required. The exam shall cover the three courses prescribed above.

**Earn a minimum GPA of 3.0**

- Students are required to maintain a cumulative B average to stay in good standing, and must have an overall B average to graduate. Two consecutive semesters in attendance out of good standing is cause for dismissal.

**Masters Requirements - Required Courses**

**Type**

- Completion Requirement

**Complete ALL of the following Courses:**
- MAT751 - Theory of Functions of a Real Variable
- MAT753 - Theory of Functions of a Complex Variable I
- MAT616 - Algebra

**Earn at least 18 credits**

- Chosen with the permission of the Graduate Adviser.

**Additional Comments:**

- MAT 582, MAT 601, MAT 602, MAT 603, MAT 604, and MAT 615 may not be used toward this degree.
### Mathematics
**Complete ALL of the following Courses:**
- MAT601 - Secondary School Mathematics from an Advanced Standpoint
- MAT602 - Introduction to Number Theory and Modern Algebra I
- MAT655 - Exploring Mathematics Using Technology
- MAT661 - History of Mathematics

### Culminating Experience
**Fulfill ANY of the following requirements:**
- Complete ALL of the following Courses:
  - ESC706 - Project Seminar I
  - ESC707 - Project Seminar II

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

### Additional Comments:
- Masters Requirements - Transitional B Sequence for Grades 7-12
- Type Completion Requirement

**Fulfill ALL of the following requirements:**

### Core Education Courses
**Complete ALL of the following Courses:**
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC532 - Teaching Mathematics in Middle and High School

### Pedagogical Content in Mathematics Education
**Complete ALL of the following Courses:**
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC742 - Research in Mathematics Education
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12

### Mathematics
**Earn at least 9 credits**
- Three graduate electives in mathematics chosen in consultation with a program adviser

### Culminating Experience
**Fulfill ANY of the following requirements:**
Complete ALL of the following Courses:
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II
- Students who elect to write a Master's thesis must concurrently enroll in the following courses.

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

Additional Comments:

Masters Requirements - Transitional B Sequence for Grades 7-12 (Non Math Majors)
Type
Completion Requirement

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC532 - Teaching Mathematics in Middle and High School

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC742 - Research in Mathematics Education
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Complete ALL of the following Courses:
- MAT601 - Secondary School Mathematics from an Advanced Standpoint
- MAT604 - Application of the Real and Complex Number Systems
- MAT637 - Topics in Discrete Mathematics
- MAT655 - Exploring Mathematics Using Technology
- MAT615 - Modern Algebra

Culminating Experience

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II

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

### Overview

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
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</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Mathematics and Instruction</td>
</tr>
<tr>
<td>Plan Code</td>
<td>MATINS-MA</td>
</tr>
<tr>
<td>Department(s) Sponsoring Program</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Career</td>
<td>Degree Designation</td>
</tr>
<tr>
<td>Graduate</td>
<td>MA - Master of Arts</td>
</tr>
</tbody>
</table>

### Requirements

#### Simple Requisites

<table>
<thead>
<tr>
<th>Type</th>
<th>Major Requirements - Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite</td>
<td>An applicant must:</td>
</tr>
<tr>
<td></td>
<td>• hold a bachelor’s degree (or its equivalent) from an accredited college or university.</td>
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<td></td>
<td>• have initial New York State Teacher Certification in Mathematics Education, Grades 7 – 12.</td>
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<td>• demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in the teaching specialization is required).</td>
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<tr>
<td></td>
<td>• have completed a 3-4 credit course in vector calculus, a 3-4 credit course in linear algebra and a 3-4 credit course in discrete mathematics. The required math prerequisites should have an average of B- or above.</td>
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<tr>
<td></td>
<td>• have completed or be in the process of completing one year of supervised teaching and two or more years of teaching in content area.</td>
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<td>• provide two letters of recommendation.</td>
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<tr>
<td></td>
<td>• completed course equivalent to ESC 506: Special Needs Education in TESOL and Secondary Settings or EDS 701: Understanding Individuals with Disabilities. Applicants who have not taken such a course may be accepted, but must take a stand alone 3 credit course in teaching students with disabilities in addition to the program requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type</th>
<th>Major Requirements - Overall</th>
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</thead>
<tbody>
<tr>
<td>Completion Requirement</td>
<td>Earn at least 30 credits</td>
</tr>
<tr>
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<td>Earn a minimum GPA of 3.0</td>
</tr>
</tbody>
</table>

Additional Comments:
Major Requirements - Core Courses

Type
Completion Requirement

Earn at least 21 credits
- 21-24 credits in MAT 600 courses and above including MAT 601 (Secondary School Mathematics from an Advanced Standpoint) and at least one course in each mathematical area: Analysis, Algebra, 8 Geometry

School of Education
Earn at least 9 credits from the following:
- ESC740 - Teaching Mathematics in Grades 7-10
- ESC748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC749 - Teaching Mathematics in Grades 11 and 12
- Comprehensive exams based on four mathematics courses (3-4 credits each).

Additional Comments:

Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
523
Course Title
Number Systems for Educators
Department(s)
Mathematics
Description
Number systems, their representations, development, properties, and relationship to one another. Operations, computations, and historical developments of these ideas also included. (Intended for in/pre-service elementary and middle school teachers.)Pre-requisite: Departmental Permission
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
524
Course Title
Algebraic Thinking for Educators
Department(s)
Mathematics
Description
Representing and analyzing mathematical situations and structures using generalization, algebraic structures, and reasoning. Special attention given from the transition from arithmetic to algebra, functions, and modeling. (Intended for in/pre-service elementary and middle school teachers.)Pre-requisite: Departmental Permission
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Catalog Number**
525

**Course Title**
Geometry And Data for Educators

**Department(s)**
Mathematics

**Description**
Topics in geometry, probability, and statistics using accessible and relevant technology, including measurement, length, area, volume, transformations, sample space, success, descriptive data measures, and experimental design. (Intended for in/pre-service elementary and middle school teachers.) Pre-requisite: Department Permission

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Catalog Number**
582

**Course Title**
Statistics for Students in Biological, Health, and Social Sciences

**Department(s)**
Mathematics

**Description**
(Open to all graduate students except those in the education or M.A. programs in graduate mathematics.) Topics in statistics, with emphasis on needs of students in fields other than mathematics. The topics will include methods of central tendency and variability, probability theory, sampling, normal distribution, and large sample theory, t-test and small sample theory, chisquare test, correlation and regression, analysis of variance, and nonparametric methods. Statistical analysis using a computer package.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
MAT  601
Course Title
Secondary School Mathematics from an Advanced Standpoint
Department(s)
Mathematics
Description
This course will cover topics chosen from the theory of arithmetic, logic, probability, and geometry that are of particular interest to teachers of secondary school mathematics.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area  Catalog Number
MAT  602
Course Title
Introduction to Number Theory and Modern Algebra I
Department(s)
Mathematics
Description
Topics from number theory that have special relevance to the intermediate school program will be considered. These include prime numbers, unique factorization, congruences, Diophantine equations, and Fermat's theorem. Abstract algebra, including equivalence relations and some group theory, will be interwoven in the development, but the primary emphasis is on the number systems that could be considered in the intermediate schools.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
MAT  603
Course Title
Introduction to Number Theory and Modern Algebra II
Department(s)
Mathematics
Description
Further study of the topics in MAT 602. Also, rational numbers, rings, integral domains, fields, ordered fields.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area  Catalog Number
MAT  604
Course Title
Application of the Real and Complex Number Systems
Department(s)
Mathematics
Description
A study of irrational numbers, the algebraic properties of the complex numbers and polynomials over the integers, rationals, and reals through a concrete, nonabstract approach. Applications in the theory of equations and inequalities.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
MAT  613
Course Title
Theory of Numbers
Department(s) Mathematics
Description
Euclid's algorithm and the fundamental theorems on divisibility; prime numbers and congruences; the theorems of Fermat, Euler, and Wilson; quadratic residues and reciprocity law, algebraic numbers, Pythagorian triples, other diophantine equations, Fermat's Last Theorem, Pell's equation and continued fractions, the distribution of prime numbers, and advanced topics.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
MAT  615
Course Title
Modern Algebra
Department(s) Mathematics
Description
Mathematical induction. Introduction to group theory with examples—permutation groups, general linear group. Homomorphisms, subgroups, and congruences. Introduction to theory of rings and fields. Applications to number systems and number theory.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area  Catalog Number
MAT  616
Course Title
Algebra
Department(s) Mathematics
Description
Group theory, including finitely generated Abelian groups, Sylow's theorem(s), simple groups, solvable groups. Ring theory, including integral domains, Euclidean rings. Field theory, including finite field extensions, Galois theory.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area  
MAT
Course Title  
Views of Geometry
Department(s)  
Mathematics
Description  
Euclidean and solid geometry from multiple viewpoints including the classical system of postulates and axioms as well as a more modern transformation perspective applying advanced techniques from analytic geometry, linear algebra and coordinate geometry.
Academic Career  
Graduate
Liberal Arts  
Yes
Permission Type  
Department Consent Required

Credits
Minimum Units  
3
Maximum Units  
3

Overview
Academic Institution
LEH01
Subject area  
MAT
Course Title  
Transformation Geometry
Department(s)  
Mathematics
Description  
Geometry as the study of properties deduced from a set of axioms. Brief introduction to non-Euclidean geometries, synthetic projective geometry. Geometry as the study of invariants of a transformation group: analytic projective geometry and its sub-geometries. Methods from complex analysis, including linear fractional transformations and the Riemann sphere.
Academic Career  
Graduate
Liberal Arts  
Yes
Permission Type  
Department Consent Required

Credits
Minimum Units  
4
Maximum Units  
4

Overview
Academic Institution
LEH01
Subject area  
MAT
Course Title  
Non-Euclidean Geometries
Department(s)  
Mathematics
Description  
Hyperbolic and elliptic geometry, with some trigonometry and calculus; circular models of the hyperbolic and elliptic planes; surfaces of constant curvature; and historical background of attempts to prove Euclid's parallel postulate. Spherical Geometry and Great Circles.
Academic Career  
Graduate
Liberal Arts  
Yes
Permission Type  
No Special Consent Required

Credits
Minimum Units  
4
Maximum Units  
4

Overview
Academic Institution
LEH01
Subject area  
MAT
Course Title  
Topics in Discrete Mathematics
Department(s)  
Mathematics
Description  
Topics chosen from probability, combinatorics, decision making, game theory, graph theory, recurrence relations, linear programming, statistical inference. Problem solving using mathematical modeling.
Academic Career  
Graduate
Liberal Arts  
Yes
Permission Type  
Department Consent Required

Credits
Minimum Units  
4
Maximum Units  
4
Overview

Academic Institution
LEH01
Subject area  MAT
Catalog Number 640
Course Title Topology and Analysis I
Department(s) Mathematics
Description (May not be taken for credit by noneducation students.) Basic topics in continuity, compactness, and connectedness. Applications to simply stated but not trivial topological problems related to the geometry of mappings of segments, curves, circles, and disks.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area  MAT
Catalog Number 641
Course Title Topology and Analysis II
Department(s) Mathematics
Description Continuation of the study of continuity, compactness, and connectedness with applications to n-dimensional Euclidean space.
PRE-REQ: MAT 640.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area  MAT
Catalog Number 655
Course Title Exploring Mathematics Using Technology
Department(s) Mathematics
Description Use of tools of technology (such as Computer Algebra systems and graphing calculators) to explore ideas, concepts, and techniques in various areas of mathematics, such as calculus and probability.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area  MAT
Catalog Number 661
Course Title History of Mathematics
Department(s) Mathematics
Description Historical development of mathematics through the calculus. The mathematics of Babylonian, Egyptian, Hindu, Greek, Arabic, Inca, and Chinese civilizations; some modern developments; contributions of diverse cultures; applications to secondary school teaching.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
664
Course Title
Financial Mathematics
Department(s)
Mathematics
Description
Interest schemes, annuities, amortization, loans, immunization, stocks, bonds and other related topics. Pre/ Co Requisites: Courses in Calculus I and II
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
Minimum Units: 4
Maximum Units: 4

Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
670
Course Title
Foundations of Mathematics
Department(s)
Mathematics
Description
Sets, logic, nature of mathematical proof, and number systems.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
681
Course Title
Probability
Department(s)
Mathematics
Description
Probability models, combinatorial problems, random variables, expectation and variance, binomial, normal and Poisson variables, law of large numbers, central-limit theorem, markov chains, and selected additional topics.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units: 4
Maximum Units: 4

Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
711
Course Title
Topics in Algebra
Department(s)
Mathematics
Description
Topics chosen from semigroups with operators, homomorphisms, ring and field extensions, modules and ideals, right and left vector spaces over division rings, linear transformations, and rings of linear transformations, Galois theory, matrix groups, nilpotent groups, centers, exponential maps, Lie algebras. PREREQ: One course each in linear and modern algebra.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units: 4
Maximum Units: 4
Overview
Academic Institution
LEH01
Subject area Catalog Number
MAT 715
Course Title
Advanced Linear Algebra
Department(s)
Mathematics
Description
Vector spaces, linear transformations, bilinear quadratic forms, tensors, forms and wedge products, finite and infinite dimensional linear algebra, eigenvalues, eigenvectors, introduction to Hilbert spaces and eigenfunctions, all studied from an abstract, proof-oriented approach.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
MAT 719
Course Title
Special Topics in Algebra
Department(s)
Mathematics
Description
(May be reelected for credit as often as the topic changes.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area Catalog Number
MAT 733
Course Title
Differential Geometry
Department(s)
Mathematics
Description
Curves in E3, curvature, torsion, fundamental existence theorem for space curves, geometry of a surface, inverse and implicit function theorems, Gauss curvature, and Minimal Surfaces.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area Catalog Number
MAT 734
Course Title
Calculus on Manifolds
Department(s)
Mathematics
Description
Inverse and Implicit Function Theorems, Manifolds, Differential Forms, Fubini's Theorem, Partition of Unity, Integration on Chains, Stokes' and Green's Theorems, and an introduction to Riemannian geometry.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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### Special Topics in Geometry

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<td>Description</td>
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#### Credits

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### Topology

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<th>Topology</th>
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<tbody>
<tr>
<td>Description</td>
<td>Sets, functions, metric spaces, topological spaces, neighborhoods, continuity, homeomorphisms, connectedness, compactness, homotopy, fundamental group, universal covers, Invariance of Domain Theorem.</td>
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| Permission Type       | No Special Consent Required |

#### Credits

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### General Topology

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<tbody>
<tr>
<td>Description</td>
<td>Topological spaces, continuous functions, separation, properties, induced topological structures, compactness, and metrization.</td>
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| Permission Type       | Department Consent Required |

#### Credits

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### Theory of Functions of a Real Variable

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<tbody>
<tr>
<td>Description</td>
<td>Real number system, metric and Banach spaces; applications; the Lebesgue integral; measurable sets and functions; Lp spaces and Hilbert spaces; measure spaces and Daniell integral; Riemann-Stieltjes integral; Radon-Nikodym theorem; and Stone-Weierstrass theorem.</td>
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| Permission Type       | Department Consent Required |

#### Credits

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</table>
### Theory of Functions of a Complex Variable I

**Course Title:** Theory of Functions of a Complex Variable I  
**Department(s):** Mathematics  
**Description:** Algebra and geometry of complex numbers, analytic functions, Taylor and Laurent Series, Abel's Limit Theorem, meromorphic functions, residue calculus, Cauchy integral theorem and applications, classification of functions by singularities, analytic continuation, linear transformations, the cross ratio, conformal mapping, the Riemann Sphere.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required  

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### Theory of Functions of a Complex Variable II

**Course Title:** Theory of Functions of a Complex Variable II  
**Department(s):** Mathematics  
**Description:** Selected topics in the theory of functions of a complex variable.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required  

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### Ordinary Differential Equations

**Course Title:** Ordinary Differential Equations  
**Department(s):** Mathematics  
**Description:** First Order, Second Order, and Higher Order Linear Equations, Series Solutions, the Laplace Transform, Systems of First Order Linear Equations, Numerical Methods, Nonlinear Differential Equations and Stability, Existence and Uniqueness Theorems.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required  

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### Partial Differential Equations

**Course Title:** Partial Differential Equations  
**Department(s):** Mathematics  
**Description:** First order equations and characteristics, Laplace's Equation, Green's functions, Heat Equation and Fundamental Solutions, Wave Equation and Domains of Dependence and Influence, Wave Propagation, Elliptic, Hyperbolic, and Parabolic Equations, Maximum Principal, Existence and Uniqueness.  
**Academic Career:** Graduate  
**Liberal Arts:** Yes  
**Permission Type:** Department Consent Required  

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### Overview

**Academic Institution**
LEH01

**Subject area**  
MAT

**Course Title**  
Special Topics in Statistics

**Department(s)**  
Mathematics

**Description**  
The presentation of special topics in Statistics, Data Science, and related applications. (May be reelected for credit as often as the topic changes.)

**Pre-requisite**  
Department Permission

**Academic Career**  
Graduate

**Liberal Arts**  
Yes

**Permission Type**  
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**  
MAT

**Course Title**  
Advanced Financial Mathematics and Applications

**Department(s)**  
Mathematics

**Description**  
Advanced topics in financial mathematics with a focus on applications and problem solving. Topics include cash flows and rates, arithmetic and geometric annuities, advanced ideas in bonds and immunization, and interest rate swaps. (Material covered in this class will help students prepare for the Society of Actuaries' FM Exam.)

**Co Requisities**  
MAT 664 or Department Placement

**Academic Career**  
Graduate

**Liberal Arts**  
Yes

**Permission Type**  
Department Consent Required

### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**  
MAT

**Course Title**  
Mathematical Logic I

**Department(s)**  
Mathematics

**Description**  
Development of the propositional calculus and the predicate calculus, with special emphasis on their mathematical aspects and applications. Semantics, axiom systems, and tableau systems will be presented, and Godel's completeness theorem will be proven. Further topics will be selected from computer implementation, model theory, and incompleteness/undecidability.

**Academic Career**  
Graduate

**Liberal Arts**  
Yes

**Permission Type**  
Department Consent Required

### Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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</tr>
</tbody>
</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Course Title**
Mathematical Logic II

**Department(s)**
Mathematics

**Description**
Advanced topics in computability, first order theories, higher-order logics, semantics, model theory, set theory, analytic methods in proof theory, Gentzen systems, and cut elimination.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

#### Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>

### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Course Title**
Set Theory

**Department(s)**
Mathematics

**Description**
Axiomatic approach to the theory of sets. Relations, functions, the axiom of choice, ordinal numbers, well-ordering, Zorn’s lemma, cardinal numbers and transfinite arithmetic, transfinite induction.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

#### Credits

<table>
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<tr>
<th>Minimum Units</th>
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<tbody>
<tr>
<td>4</td>
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</tbody>
</table>

### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Course Title**
Advanced Probability and Applications

**Department(s)**
Mathematics

**Description**
Advanced topics in Probability with an emphasis on applications and problem solving. Topics include applications of Bayes’ theorem, the Central Limit Theorem, moment and probability generating functions. Further investigation of random variables and distributions also included. (Material covered in this class will help students prepare for the Society of Actuaries’ P Exam.) Pre/Co Requisites: MAT 681 or Department Placement

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

#### Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
<td>4</td>
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</tbody>
</table>

### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Course Title**
Mathematical Statistics

**Department(s)**
Mathematics

**Description**
Fundamental concepts of statistics. Point estimation, maximum likelihood estimators, hypothesis testing, confidence regions, t-test, analysis of variance, non-parametric tests, chi-square goodness-of-fit tests, correlation, regression analysis, and selected additional topics.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

#### Credits

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</tbody>
</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Catalog Number**
785

**Course Title**
Introduction to Applied Mathematics

**Department(s)**
Mathematics

**Description**
Sets of orthogonal functions; Bessel's inequality, Parseval's theorem; Fourier series, convergence criteria; the Fourier integral; Laplace's equation, Bessel functions, Legendre functions, spherical harmonics; and calculus of variations.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</tbody>
</table>

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### Overview

**Academic Institution**
LEH01

**Subject area**
MAT

**Catalog Number**
786

**Course Title**
Computer Applications to Mathematics and Science I

**Department(s)**
Mathematics

**Description**
Rapid introduction to high-level language, such as Fortran or PL/1. Use of scientific packages discussed. Projects on the College computer of a moderately advanced nature in scientific and mathematical fields will be tailored for the students. Some efficient techniques for these projects taught.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
Department Consent Required

### Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</thead>
<tbody>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area
MAT
Course Title
Computer Applications to Mathematics and Science II
Department(s)
Mathematics
Description
Study of areas where time and storage limitations are imposed on the programmer. Uses of trees and heaps in sorting, and data organization discussed. Off-line and on-line algorithms compared and investigated as to time versus space considerations. Optimization of mathematical calculations and methods, such as graph theory, fast arithmetic, and matrix manipulation presented. Students of the class shall determine more specific topics on the College computer.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
MAT
Course Title
Special Topics in Applied Mathematics
Description
(May be reelected for credit as often as the topic changes.)
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
MAT
Course Title
Seminar
Department(s)
Mathematics
Description
(To be taken in the final semester of the M.A. program.) Designed to give candidates for the M.A. an introduction to the methods and literature of mathematical research.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
MAT
Course Title
Independent Study
Department(s)
Mathematics
Description
(May be reelected for credit with the Graduate Adviser's permission.) Planned program of individual study of various topics in mathematics, under the guidance and supervision of a member of the Department.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
Minimum Units
1
Maximum Units
1
Overview
Academic Institution
LEH01
Subject area MAT
Catalog Number 794
Course Title Independent Study
Department(s) Mathematics
Description (May be reelected for credit with Graduate Adviser's permission.) Planned program of individual study of topics in mathematics, under the guidance and supervision of a member of the Department.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 1
Maximum Units 1

Overview
Academic Institution
LEH01
Subject area MAT
Catalog Number 795
Course Title Independent Study
Department(s) Mathematics
Description (May be reelected for credit with Graduate Adviser's permission.) Planned program of individual study of topics in mathematics, under the guidance and supervision of a member of the Department.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 2
Maximum Units 2

Overview
Academic Institution
LEH01
Subject area MAT
Catalog Number 796
Course Title Independent Study
Department(s) Mathematics
Description (May be reelected for credit with Graduate Adviser's permission.) Planned program of individual study of various topics in mathematics, under the guidance and supervision of a member of the Department.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 2
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area MAT
Catalog Number 797
Course Title Independent Study
Department(s) Mathematics
Description (May be reelected for credit with Graduate Adviser's permission.) Planned program of individual study of various topics in mathematics, under the guidance and supervision of a member of the Department.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
798
Course Title
Independent Study
Department(s)
Mathematics
Description
(May be reelected for credit with Graduate Adviser’s permission.)
A planned program of individual study of various topics in
mathematics, under the guidance and supervision of a member of the
Department.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
799
Course Title
Masters Thesis Research
Department(s)
Mathematics
Description
Masters Thesis Research
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</table>

Overview
Academic Institution
LEH01
Subject area
MAT
Catalog Number
999
Course Title
Masters Comprehensive
Department(s)
Mathematics
Description
Masters Comprehensive
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Mid & HS Ed Department

For advisement about teacher certification in these and other areas, check with the School Certification Officer (Carman Hall, Room B33).

The Department of Middle and High School Education offers the following programs described below:

M.S.Ed. in Business and Technology Education (Students are not currently being accepted into this program.)
M.S.Ed. in English Education
Advanced Certificate: English Education (21-24 credits)
M.S.Ed. in Mathematics Education (5-9 or 7-12)
Advanced Certificate: Mathematics Education (21-24 credits)
M.S.Ed. in Science Education
Advanced Certificate: Science Teacher (21-24 credits)
M.A. for Secondary School Teachers of Social Studies
Advanced Certificate: Social Studies Education (21-24 credits)
M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL) Advanced Certificate: TESOL
M.A. Teaching Spanish
Advanced Certificate: Teaching Languages Other than English (LOTE) (21-24 credits)
Advanced Certificate: Bilingual Extension (Birth-Grade 12)

The Department of Middle and High School Education offers graduate programs in English Education, Foreign Language Education, Mathematics Education, Science Education, Social Studies Education, Teaching English to Speakers of other Languages (TESOL), and Bilingual Education.

Students interested in obtaining a master's degree in other secondary-school certification areas should also consult information contained within this Bulletin under the relevant department(s) and meet with an adviser in the Department of Middle and High School Education.

In addition, individual programs may require the fulfillment of undergraduate-level prerequisites. These prerequisites cannot be used to fulfill degree requirements in graduate programs and must be taken in addition to degree requirements. See individual program advisers for information and guidance.

As of Fall 2011, students matriculated into all graduate certification programs shall be required to take ESC 506 or the equivalent in addition to all other degree and certification requirements, as per the New York State Education Department.

Middle and High School Education programs engage students in work that relates to their experiences as classroom teachers and expands their horizons to new opportunities in their schools and districts. The programs provide both theory and hands-on techniques for instruction and classroom management. An experiential, problem-solving approach to instruction combines time-honored methods with the latest technologies for building broad, transferable personal and occupational skills. Programs provide a background in theories of learning, the social and philosophical foundations of education, curriculum design, methods of teaching, and research techniques critical for all teachers.

Programs

<table>
<thead>
<tr>
<th>Overview</th>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Bilingual Education Extension ITI Clinically Rich Program Grades 5-12</td>
<td>BEMHADVCR</td>
</tr>
<tr>
<td>Plan Code</td>
<td>Department(s) Sponsoring Program</td>
<td>Middle and High School Education</td>
</tr>
<tr>
<td>BECRITI-AC</td>
<td>Degree Designation</td>
<td>Graduate</td>
</tr>
<tr>
<td>Career</td>
<td>Graduation Degree Designation</td>
<td>Post Baccalaureate</td>
</tr>
<tr>
<td>Graduate</td>
<td>Requirements Type</td>
<td>Simple Requisites</td>
</tr>
<tr>
<td>Certificate Requirements - Admission Requirements</td>
<td>Type</td>
<td>Completion Requirement</td>
</tr>
<tr>
<td>Earn a minimum GPA of 3.0</td>
<td></td>
<td>A bachelor’s degree (or its equivalent) from an accredited college or university.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>An undergraduate or master’s degree index of at least 3.0.</td>
</tr>
</tbody>
</table>

Lehman College

463 / 654
### Advanced Certificate Requirements - Overall

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a minimum GPA of 3.0.</td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Certificate Requirements - Content Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
</tr>
<tr>
<td>♦ ESC759 - Foundations of Bilingual/Bicultural Education</td>
<td></td>
</tr>
<tr>
<td>♦ ESC769 - Latinos in United States Schools</td>
<td></td>
</tr>
<tr>
<td>♦ ESC761 - Teaching English as a New Language, grades 5-12</td>
<td></td>
</tr>
<tr>
<td>♦ ESC763 - Teaching Secondary Bilingual Language Arts and Content Literacy</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:
- Demonstrate proficiency in English and in the home language other than English by completing an interview and career essays in both languages.
- Have successfully completed a course in multicultural or cultural perspectives (at least 3 credits). Candidates may take ESC769 Latinos in U.S. Schools or another course selected in consultation with the adviser to meet this requirement.
- Meet additional Department, College, and State requirements, if any.
- Candidates for the Bilingual Extension grades 5-12 are expected to pass the Bilingual Education Assessment (BEA) before completing nine (9) program credits or the first two semesters of matriculation.

### Certificate Requirements - Overall

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 12 credits.</td>
<td></td>
</tr>
</tbody>
</table>

### Certificate Requirements - Required Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
</tr>
<tr>
<td>♦ ESC757 - Linguistics for TESOL/Bilingual Teachers</td>
<td></td>
</tr>
<tr>
<td>♦ ESC759 - Foundations of Bilingual/Bicultural Education</td>
<td></td>
</tr>
<tr>
<td>♦ ESC761 - Teaching English as a New Language, grades 5-12</td>
<td></td>
</tr>
<tr>
<td>♦ ESC763 - Teaching Secondary Bilingual Language Arts and Content Literacy</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:
- Students must consult with an adviser in the Bilingual Extension grades 5-12 program before beginning their studies. During their first semester, matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum outlined below.
- Students must consult with an adviser in the Bilingual Extension grades 5-12 program before beginning their studies. During their first semester, matriculated students are required to plan their graduate program with the adviser. To successfully complete the program, students must complete the curriculum outlined below.

### Overview

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
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</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>English Education</td>
</tr>
<tr>
<td>Plan Code</td>
<td>EE-ADVCRTE</td>
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<td>Career</td>
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<td>Degree Designation</td>
<td>EDVCRPB - Advanced Certificate Post Baccalaureate</td>
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<tr>
<td>Department(s) Sponsoring Program</td>
<td>Middle and High School Education</td>
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</table>

### Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td>Program Requirements - Overall</td>
<td></td>
</tr>
<tr>
<td>Majors Requirements - Admission Requirements</td>
<td></td>
</tr>
</tbody>
</table>
Lehman College

Completion Requirement

- Earn at least 26 credits

Additional Comments:

Program Requirements - Core

Type

Completion Requirement

Fulfill ALL of the following requirements:

Foundations of Education

Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC529 - Language and Literacies Acquisition in Middle & High School Education
  OR EDR529 - Language, Literacy, and Educational Technology
- ESC506 - Special Needs Education in TESOL and Secondary Settings

Methods, Curriculum, and Instruction

Complete ALL of the following Courses:
- ESC522 - Teaching English in Middle and High School

Complete at least 2 of the following courses:
- ESC720 - Reading and Reading Materials for Adolescents
- ESC721 - Literature for Middle and High School Students
- ESC724 - Methods of Teaching Writing in Middle and High School

Practicum

Earn at least 5 credits from the following:
- ESC595 - Internship in Classroom Teaching
  AND ESC612 - Seminar in Secondary and TESOL Student Teaching
- ESC596 - Student Teaching in the Middle and High School Grades
  AND ESC612 - Seminar in Secondary and TESOL Student Teaching

Additional Comments:

To Qualify for a M.S. Ed. in Early Childhood Education/Integration of Bilingual Extension (Birth-Grade 2)

Fulfill ALL of the following requirements:

Submit scores on Educating All Students Test (EAS), and Content Specialty Test (CST).

Earn at least 30 credits
- Complete 30-45 credits of prescribed coursework.

Submit Professional Portfolio.

Apply for initial or professional certification by completing the requirements for a Bilingual Extension.

Fulfill ANY of the following requirements:

Complete ALL of the following Courses:
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE727 - Teaching English as a New Language, Grades 1 to 6
- EBS701 - Issues in Bilingualism
  OR EDE709 - Multilingualism in the Classroom Birth to Grade 6

Pass Bilingual Education Assessment (BEA).

Additional Comments:
- Students must consult with an advisor in the Early Graduate Childhood program before starting their master's program.
During their first semester, matriculated students are required to plan their graduate program with an advisor in the Early Childhood Education program.

- All students will complete the curriculum corresponding to one of the sequences below: 39-42 credits (Sequence 2); 42-45 credits (Sequence 4); 30 credits (Sequence 6). All courses must be selected in consultation with, and with the approval of, an advisor in Early Childhood Education.

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td>M.S.Ed. in Childhood Education leading to Bilingual Extension for students who already possess New York State certification.</td>
<td>Fulfill ALL of the following requirements:</td>
</tr>
<tr>
<td><strong>Foundations</strong></td>
<td><strong>Earn at least 12 credits from the following:</strong></td>
</tr>
<tr>
<td>EDE721 - Child Study and Developmental Assessment, Grade 1 to 6</td>
<td></td>
</tr>
<tr>
<td>EDE722 - Program Design in Childhood Settings — Grades 1-6</td>
<td></td>
</tr>
<tr>
<td>EDST07 - The Childhood Student with Disabilities</td>
<td></td>
</tr>
<tr>
<td>EBS701 - Issues in Bilingualism OR EDE709 - Multilingualism in the Classroom Birth to Grade 6</td>
<td></td>
</tr>
<tr>
<td><strong>Methods Courses</strong></td>
<td><strong>Earn at least 24 credits from the following:</strong></td>
</tr>
<tr>
<td>EDE712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades</td>
<td></td>
</tr>
<tr>
<td>EDE728 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6</td>
<td></td>
</tr>
<tr>
<td>EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6</td>
<td></td>
</tr>
<tr>
<td>EDE715 - Learning and Teaching Mathematics in Childhood Settings: Grades 1-VI</td>
<td></td>
</tr>
<tr>
<td>EDE716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6</td>
<td></td>
</tr>
<tr>
<td>EDE717 - Learning and Teaching Science in Childhood Settings: Grades 1 to 6</td>
<td></td>
</tr>
<tr>
<td>EDE740 - Studies in the Teaching of Elementary Mathematics, Advanced Course</td>
<td></td>
</tr>
<tr>
<td>EDE727 - Teaching English as a New Language, Grades 1 to 6</td>
<td></td>
</tr>
<tr>
<td><strong>Master's Project</strong></td>
<td><strong>Earn at least 3 credits from the following:</strong></td>
</tr>
<tr>
<td>EDE756 - Teacher as Researcher</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:

### Major Requirements - Core Requirements/Curriculum: Sequence 4

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension.</td>
<td>Fulfill ALL of the following requirements:</td>
</tr>
<tr>
<td><strong>Foundations</strong></td>
<td><strong>Earn at least 12 credits from the following:</strong></td>
</tr>
</tbody>
</table>


**Earn at least 12 credits from the following:**
- EDE721 - Child Study and Developmental Assessment, Grade 1 to 6
- EDE722 - Program Design in Childhood Settings — Grades 1-6
- EBS701 - Issues in Bilingualism
  - OR EDE709 - Multilingualism in the Classroom Birth to Grade 6
- ED707 - The Childhood Student with Disabilities

**Methods Courses**
**Earn at least 24 credits from the following:**
- EDE712 - Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
- EDE715 - Learning and Teaching Mathematics in Childhood Settings: Grades 1-6
- EDE716 - Learning and Teaching Art in Childhood Settings: Grades 1 to 6
- EDE717 - Learning and Teaching Science in Childhood Settings: Grades 1 to 6
- EDE740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
- EDE727 - Teaching English as a New Language, Grades 1 to 6

**Student Teaching Practicum**
**Earn at least 6 credits from the following:**
- EDE783 - Student Teaching Seminar
- EDE782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
  - OR EDE784 - Supervised Student Teaching Internship: Grades 1-6

**Master’s Project**
**Earn at least 3 credits from the following:**
- EDE756 - Teacher as Researcher

**Additional Comments:**

**Major Requirements - Core Requirements/Curriculum: Sequence 6**

**Completion Requirement**
M.S.Ed. in Childhood Education leading to initial New York State Certification in Childhood Education (grades 1-6) and Bilingual Extension for Minor to Masters Lehman College students.

**Fulfill ALL of the following requirements:**

**Foundations**
**Earn at least 6 credits from the following:**
- EDS707 - The Childhood Student with Disabilities
- EDS743 - Behavioral Assessment, Management, and Change

**Methods Courses**
**Earn at least 15 credits from the following:**
- EDE738 - Learning and Teaching Literacy in
Lehman College

Overview
Institution Code
LEH01
Official Name of Program
English Educ 7-12
Plan Code
ENG-ADVCRRT
Career
Graduate
Department(s) Sponsoring Program
Middle and High School Education
Degree Designation
ADVCRRT - Advanced Certificate
Post Baccalaureate

Brochure
EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings: Grades 1 to 6
EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
EDE740 - Studies in the Teaching of Elementary Mathematics, Advanced Course
EDE747 - Learning and Teaching Science in Childhood Settings: Grades 1 to 6
EDS709 - Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students

Student Teaching Practicum
Earn at least 6 credits from the following:
• EDE783 - Student Teaching Seminar
• EDE782 - Supervised Student Teaching in Bilingual Classrooms: Grades 1 to 6
OR EDE784 - Supervised Student Teaching Internship: Grades 1-6

Master's Project
Earn at least 3 credits from the following:
• EDE756 - Teacher as Researcher

Additional Comments:

Requirements
Simple Requisites
Program Requirements - Admission Requirements
Type
Completion Requirement
Admission Requirements
• Possess an approved bachelor's degree (or its equivalent) from an accredited college or university that meets the State requirements for a general education core in liberal arts and sciences.
• Possess a master's degree in English or a related field.
• Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
• Submit two (2) letters of recommendation and a 500-word essay on career goals.
• Participate in an interview.
• Meet additional Departmental, divisional, and New York State requirements, if any.

Lehman College
468 / 654
If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

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

**Program Requirements - Overall**

**Completion Requirement**

- Earn at least 26 credits

**Program Requirements - Core**

**Completion Requirement**

- Fulfill ALL of the following requirements:

  **Foundations of Education**
  - ESC501 - Psychological Foundations of Education
  - ESC502 - Historical Foundations of Education: A Multicultural Perspective
  - ESC529 - Language and Literacies Acquisition in Middle HS Education
  - OR EDR529 - Language, Literacy, and Educational Technology
  - ESC506 - Special Needs Education in TESOL and Secondary Settings

  **Methods, Curriculum, and Instruction**
  - ESC522 - Teaching English in Middle and High School

  **Practicum**
  - ESC595 - Internship in Classroom Teaching
  - ESC612 - Seminar in Secondary and TESOL Student Teaching
  - ESC596 - Student Teaching in the Middle and High School Grades
  - ESC612 - Seminar in Secondary and TESOL Student Teaching

**English Content Intensive for Certified Teachers**

- ESC522 - Teaching English in Middle and High School
- ESC721 - Literature for Middle and High School Students
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC725 - Teaching English Grammar
- ESC730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC720 - Reading and Reading Materials for Adolescents

**English Electives**

- Earn at least 9 credits

**Master's Project**

- Earn at least 3 credits

**Additional Comments:**

- New York State.
  - For Sequence1-4, evidence of having completed a course in Special Education (1008591 - Missing course or the equivalent). Students who have not taken this course as an undergraduate must take ESC506 Teaching Students W/Disabilities as part of their graduate program.
  - A 500-word essay on interest in the program as it relates to long-term career goals.
  - Two letters of recommendation.
  - An interview with an English Education program coordinator that includes a transcript review.

- Candidates who are already certified in English Education 7-12.
## Undergraduate Education Minor Option

**Fulfill ALL of the following requirements:**

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

**Complete ALL of the following Courses:**
- ESC522 - Teaching English in Middle and High School
- ESC721 - Literature for Middle and High School Students
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC725 - Teaching English Grammar
- ESC730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC772 - Evaluation and Assessment of Student Learning

ESC522 Tchng Eng 2ndry Schl: *Except for those who completed 1008331 - Missing course or equivalent as undergraduates.*

**English Electives**

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

**Master's Project**

**Complete ALL of the following Courses:**
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

**Student Teaching or Teaching Internship**

Complete at least 1 of the following:

**Teaching Internship**

**Complete ALL of the following Courses:**
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

**Student Teaching**

**Complete ALL of the following Courses:**
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates seeking initial certification who have met core education requirements.

### Additional Comments:

**English Undergraduate Major Option**

**Fulfill ALL of the following requirements:**

**Core Education**

**Complete ALL of the following Courses:**
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective

**Type**

**Completion Requirement**

**English Undergraduate Major Option**

**Fulfill ALL of the following requirements:**

**Core Education**

**Complete ALL of the following Courses:**
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective

**Type**

**Completion Requirement**
Multicultural Perspective

- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School

Earn at least 12 credits from the following:

- ESC522 - Teaching English in Middle and High School
- ESC720 - Reading and Reading Materials for Adolescents
- ESC721 - Literature for Middle and High School Students
- ESC722 - Teaching Communication Skills in the Content Areas
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC772 - Evaluation and Assessment of Student Learning
- ESC725 - Teaching English Grammar

English Electives

Earn at least 3 credits

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

Master's Project

Complete ALL of the following Courses:

- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching or Teaching Internship

Complete at least 1 of the following:

Teaching Internship

Complete ALL of the following Courses:

- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching

Complete ALL of the following Courses:

- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

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

Additional Comments:

Major Requirements - Sequence 4

Type

Completion Requirement

Fulfill ALL of the following requirements:

Core Education

Complete ALL of the following Courses:

- ESC790 - Workshop in Curriculum Materials
ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC501 - Psychological Foundations of Education
- ESC529 - Language and Literacies Acquisition in Middle HS Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School
Earn at least 12 credits from the following:
- ESC522 - Teaching English in Middle and High School
- ESC720 - Reading and Reading Materials for Adolescents
- ESC721 - Literature for Middle and High School Students
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC772 - Evaluation and Assessment of Student Learning
- ESC725 - Teaching English Grammar

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

Master’s Project
Earn at least 3 credits from the following:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Teaching Internship
Complete ALL of the following Courses:
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.6 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and English CST and (c) demonstrate successful completion of a liberal arts and sciences core.

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

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

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

Additional Comments:
### Major Requirements - Sequence 5

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option</td>
<td><strong>Fulfill ALL of the following requirements:</strong></td>
</tr>
</tbody>
</table>

#### Foundations Core

**Complete ALL of the following Courses:**

- EDS780 - Adolescent Development
- EDS712 - The Adolescent with Disabilities
- EDS714 - Curr\&Instructional Pract Culturally\&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS716 - Practicum in Curriculum\&Instruction for Culturally\&Linguistically Diverse Adolescents w/disabilities
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle \& HS Education

#### Pedagogical Core

**Complete ALL of the following Courses:**

- ESC522 - Teaching English in Middle and High School
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

#### Student Teaching

**Complete ALL of the following Courses:**

- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

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

**Additional Comments:**

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

### Major Requirements - Sequence 6

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trans B Alternative Dual Certification in English Language Arts 7-12 and Students with Disabilities, Generalist, Grades 7-12</td>
<td><strong>Fulfill ALL of the following requirements:</strong></td>
</tr>
</tbody>
</table>
Introductory Core
Complete ALL of the following Courses:
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- EDS780 - Adolescent Development
- EDS743 - Behavioral Assessment, Management, and Change

Foundations Core
Complete ALL of the following Courses:
- EDS714 - Curriculum & Instructional Pract Culturally & Linguistically Diverse Adolescents w/ Disabilities Inclusive Set
- EDS740 - Nature and Needs of the Handicapped
- EDS743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core
Complete ALL of the following Courses:
- EDS716 - Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/ disabilities
- ESC522 - Teaching English in Middle and High School
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching
Complete ALL of the following Courses:
- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

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

Additional Comments:

Major Requirements - Additional Certification Requirements
Type: Completion Requirement

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

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

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

1. Teaching English to Speakers of Other Languages (TESOL P-12);
2. Middle Childhood Extension, Grades 5-6;
3. Bilingual Extension

**Requirements**

### Major Requirements - Admission Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possess a bachelor's degree in English or its equivalent from an accredited college or university.</td>
<td></td>
</tr>
<tr>
<td>Have earned a minimum cumulative index of 3.0 in the undergraduate record.</td>
<td></td>
</tr>
<tr>
<td>If conditionally admitted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.</td>
<td></td>
</tr>
<tr>
<td>For Sequence 1, present evidence of NYS teacher certification in English Education 7-12.</td>
<td></td>
</tr>
<tr>
<td>For Sequence 2, present evidence of meeting core requirements in educational psychology, educational foundations, literacy, technology, and special education, including supervised field experiences.</td>
<td></td>
</tr>
<tr>
<td>For Sequence 4 and 6, possess Transitional B license from New York State.</td>
<td></td>
</tr>
<tr>
<td>For Sequence 4-6, evidence of having completed a course in Special Education (1008591 - Missing course or the equivalent). Students who have not taken this course as an undergraduate must take ESC506 TeachingStudentsW/Disabilities as part of their graduate program.</td>
<td></td>
</tr>
<tr>
<td>A 500-word essay on interest in the program as it relates to long-term career goals.</td>
<td></td>
</tr>
<tr>
<td>Two letters of recommendation.</td>
<td></td>
</tr>
<tr>
<td>An interview with an English Education program coordinator that includes a transcript review.</td>
<td></td>
</tr>
</tbody>
</table>

**Advanced Certificate Requirements - Human Rights Education and Transformative Justice**

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Earned an undergraduate bachelor's degree or graduate master's degree from an accredited institution</td>
</tr>
<tr>
<td>Earn a minimum GPA of 3.0</td>
<td></td>
</tr>
<tr>
<td>Official undergraduate or graduate transcript showing a minimum 3.0 GPA.</td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td>Two letter of recommendation from an employer, faculty or community leader to serve as academic and/or character reference.</td>
</tr>
<tr>
<td>Essay</td>
<td>A 500-word essay that explains interest in pursuing this area of study and future career plans.</td>
</tr>
</tbody>
</table>

**Advanced Certificate Requirements - Admission Requirements**

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
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</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Earned an undergraduate bachelor's degree or graduate master's degree from an accredited institution</td>
</tr>
<tr>
<td>Earn a minimum GPA of 3.0</td>
<td></td>
</tr>
<tr>
<td>Official undergraduate or graduate transcript showing a minimum 3.0 GPA.</td>
<td></td>
</tr>
<tr>
<td>Recommendation</td>
<td>Two letter of recommendation from an employer, faculty or community leader to serve as academic and/or character reference.</td>
</tr>
<tr>
<td>Essay</td>
<td>A 500-word essay that explains interest in pursuing this area of study and future career plans.</td>
</tr>
</tbody>
</table>

Additional Comments:

475 / 654
## Major Requirements - Overall

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn at least 30 credits</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Comments:

## Major Requirements - Sequence 1

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Content Intensive for Certified Teachers</td>
<td></td>
</tr>
<tr>
<td>Fulfill ALL of the following requirements:</td>
<td></td>
</tr>
<tr>
<td>Methods of Teaching English in Middle and High School</td>
<td></td>
</tr>
</tbody>
</table>

**Earn at least 15 credits from the following:**
- ESC522 - Teaching English in Middle and High School
- ESC721 - Literature for Middle and High School Students
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC725 - Teaching English Grammar
- ESC730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC720 - Reading and Reading Materials for Adolescents

**ESC522 Tchng Eng 2ndry Schl: Except for those who completed 1008331 - Missing course or equivalent as undergraduates.**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Electives</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Project</td>
<td></td>
</tr>
</tbody>
</table>

**Earn at least 3 credits from the following:**
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

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

### Additional Comments:

## Major Requirements - Sequence 2

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Education Minor Option</td>
<td></td>
</tr>
<tr>
<td>Fulfill ALL of the following requirements:</td>
<td></td>
</tr>
<tr>
<td>Methods of Teaching English in Middle and High School</td>
<td></td>
</tr>
</tbody>
</table>

**Complete ALL of the following Courses:**
- ESC712 - Human Rights Education
- ESC713 - Restorative Practices & Restorative Justice
- ESC717 - Nonviolent Resolution of Conflict
- ESC718 - Transformative Justice

### Additional Comments:

A final, cumulative portfolio that demonstrates program competencies is required to earn the Advanced Certificate for graduation.

---

## Advanced Certificate Requirements - Core Courses

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
</tr>
</tbody>
</table>
- ESC712 - Human Rights Education
- ESC713 - Restorative Practices & Restorative Justice
- ESC717 - Nonviolent Resolution of Conflict
- ESC718 - Transformative Justice

### Additional Comments:

A final, cumulative portfolio that demonstrates program competencies is required to earn the Advanced Certificate for graduation.

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

Master’s Project
Complete ALL of the following Courses:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Student Teaching or Teaching Internship
Complete at least 1 of the following:

Teaching Internship
Complete ALL of the following Courses:
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Student Teaching
Complete ALL of the following Courses:
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates seeking initial certification who have met core education requirements.

Additional Comments:

Major Requirements - Sequence 3
Type
Completion Requirement

English Undergraduate Major Option
Fulfill ALL of the following requirements:

Core Education
Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

Methods of Teaching English in Middle and High School
Earn at least 12 credits from the following:
- ESC522 - Teaching English in Middle and High School
- ESC720 - Reading and Reading Materials for Adolescents
- ESC721 - Literature for Middle and High School Students
- ESC722 - Teaching Communication Skills in the Content Areas
- ESC724 - Methods of Teaching Writing in Middle and High School
### Lehman College

#### Core Education

**Complete ALL of the following Courses:**
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC501 - Psychological Foundations of Education
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

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

**Earn at least 12 credits from the following:**
- ESC522 - Teaching English in Middle and High School
- ESC720 - Reading and Reading Materials for Adolescents
- ESC721 - Literature for Middle and High School Students
- ESC724 - Methods of Teaching Writing in Middle and High School

### English Electives

**Earn at least 3 credits**

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

### Master’s Project

**Complete ALL of the following Courses:**
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

### Student Teaching or Teaching Internship

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

**Teaching Internship**

**Complete ALL of the following Courses:**
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

**Student Teaching**

**Complete ALL of the following Courses:**
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

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

### Additional Comments:

**Major Requirements - Sequence 4**

**Type Completion Requirement**

Fulfill ALL of the following requirements:

**Core Education**

**Complete ALL of the following Courses:**
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC501 - Psychological Foundations of Education
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

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

**Earn at least 12 credits from the following:**
- ESC522 - Teaching English in Middle and High School
- ESC720 - Reading and Reading Materials for Adolescents
- ESC721 - Literature for Middle and High School Students
- ESC724 - Methods of Teaching Writing in Middle and High School
### Lehman College

- ESC730 - Methods of Teaching English in Middle and High School: Selected Topics
- ESC772 - Evaluation and Assessment of Student Learning
- ESC725 - Teaching English Grammar

### English Electives

**Earn at least 3 credits**

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

### Master's Project

**Earn at least 3 credits from the following:**
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

### Teaching Internship

**Complete ALL of the following Courses:**
- ESC595 - Internship in Classroom Teaching
- ESC612 - Seminar in Secondary and TESOL Student Teaching

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

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

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

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

### Additional Comments:

### Major Requirements - Sequence 5

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dual Certification English Language Arts and Teaching Students with Disabilities Generalist Grades 7-12 Option</td>
<td><strong>Fulfill ALL of the following requirements:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Foundations Core</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Complete ALL of the following Courses:</strong></td>
</tr>
<tr>
<td></td>
<td>- ED5780 - Adolescent Development</td>
</tr>
<tr>
<td></td>
<td>- ED5712 - The Adolescent with Disabilities</td>
</tr>
<tr>
<td></td>
<td>- ED5714 - CurriInstructional Pract Culturally&amp;Linguistically Diverse Adolescents</td>
</tr>
</tbody>
</table>

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479/654
Lehman College

**Pedagogical Core**

Complete ALL of the following Courses:
- ESC522 - Teaching English in Middle and High School
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

**Student Teaching**

Complete ALL of the following Courses:
- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

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

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

**Major Requirements - Sequence 6**

**Type**
Completion Requirement

**Completion Requirement**

Fulfills ALL of the following requirements:

**Introductory Core**

Complete ALL of the following Courses:
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- ED5780 - Adolescent Development
- ED5743 - Behavioral Assessment, Management, and Change

**Foundations Core**

Complete ALL of the following Courses:
- ED5714 - Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/disabilities
- ED5741 - Psycho-educational Evaluation of Children with Learning Problems
- ED5743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
Lehman College

- EDS743 - Behavioral Assessment, Management, and Change
- ESC29 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:
- EDS716 - Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/disabilities
- ESC522 - Teaching English in Middle and High School
- ESC724 - Methods of Teaching Writing in Middle and High School
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:
- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

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

Additional Comments:

Major Requirements - Additional Certification Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In order to be recommended for initial certification in English Education 7-12, students must: (a) complete the master's degree with a cumulative index of 3.0 or better; (b) present passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and English CST and (c) demonstrate successful completion of a liberal arts and sciences core.</td>
</tr>
<tr>
<td></td>
<td>In order to qualify for professional certification in English Education 7-12, in addition to the master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school which serves grades 7-12, and must meet any additional New York State requirements.</td>
</tr>
<tr>
<td></td>
<td>Qualified English Education 7-12 candidates may also apply to one of the following Advanced Certificates and extend their certifications accordingly: (1) Teaching English to Speakers of Other Languages (TESOL P-12); (2) Middle Childhood Extension, Grades 5-6; (3) Bilingual Extension</td>
</tr>
</tbody>
</table>

Additional Comments:
### Bilingual Extension Advanced Certificate Requirements - Admission

**Type**
- Prerequisite

#### Earn a minimum Grade of B
- Possess a bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master’s degree.

#### Early Childhood/Childhood General Education
- Possess New York State certification in early childhood education, childhood education, or literacy Birth-grade 6 at the early childhood or childhood level

#### Middle and High School General Education
- Possess New York State certification in middle childhood education, adolescence education, or literacy grades 5-12 at the middle childhood or adolescence education level.

#### Recommendation & Interview
- Submit one (1) letter of recommendation.
- Participate in an interview which requires producing a writing sample in English and in the native language.

#### Additional Comments:
- Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
- Demonstrate the study of cultural perspectives of one or more bilingual populations (at least 3 credits). Candidates may take ESC 769Satisfy appropriate voice, speech, and hearing standards.
- Satisfy appropriate voice, speech, and hearing standards.
- Meet additional departmental admission requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

### Bilingual Extension Advanced Certificate Requirements - Intensive Teacher Institute

**Type**
- Completion Requirement

#### Earn at least 15 credits
### Overview

**Institution Code**
LEH01

**Official Name of Program**
Lang Other Than Eng (Adv Cert)

<table>
<thead>
<tr>
<th>Plan Code</th>
<th>Department(s) Sponsoring Program</th>
<th>Degree Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOT-ADVCRFT</td>
<td>Middle and High School Education</td>
<td>ADVCRFM - Advanced Certificate</td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
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</tr>
</tbody>
</table>

### Bilingual Extension Advanced Certificate Requirements - Early Childhood/Childhood General Education

**Type**
Completion Requirement

**Complete ALL of the following Courses:**
- EBS701 - Issues in Bilingualism
- EDE727 - Teaching English as a New Language, Grades 1 to 6
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6

### Bilingual Extension Advanced Certificate Requirements - Middle and High School General Education

**Type**
Completion Requirement

**Complete ALL of the following Courses:**
- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC763 - Teaching Secondary Bilingual Language Arts and Content Literacy

### Bilingual Extension Advanced Certificate Requirements - Early Childhood/Childhood Special Education

**Type**
Completion Requirement

**Complete ALL of the following Courses:**
- EBS701 - Issues in Bilingualism
- EDE727 - Teaching English as a New Language, Grades 1 to 6
- EDE738 - Learning and Teaching Literacy in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EDE739 - Learning and Teaching Social Studies in Bilingual/Multilingual Childhood Settings, Grades 1 to 6
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob

### Bilingual Extension Advanced Certificate Requirements - Middle and High School Special Education

**Type**
Completion Requirement

**Complete ALL of the following Courses:**
- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC763 - Teaching Secondary Bilingual Language Arts and Content Literacy
- EBS741 - Psycho-educational Evaluation of Bilingual Children with Mild to Moderate Learning and Behavior Prob

### Additional Comments:
- For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the early childhood or childhood level.
- For candidates seeking a bilingual extension to New York State certification in teaching children with disabilities at the middle childhood or adolescence education level.
# Post Master's Requirements

## Simple Requisites

### Advanced Certificate Requirements - Admission Requirements

**Type**

- Prerequisite

**Earn a minimum GPA of 3.0**

- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average (GPA) of 3.0 or better.

**Degree**

- Bachelor's degree (or its equivalent) from an accredited college or university that meets the State's requirements for a general education core in the liberal arts and sciences.
- Master's degree in a language other than English.

**Recommendation**

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

**Additional Comments:**

- Participate in an interview.
- Satisfy the content requirements for New York State Initial Certification in education in a language other than English, grades 7–12.
- Submit scores from the Spanish Content Specialty Test (CST).
- Satisfy appropriate voice, speech, and health standards.
- Meet additional Departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, meets conditions starting in the first semester and finishing in no more than three consecutive semesters.
- Oral proficiency at the Advanced Low level on the American Council on Teaching Foreign Languages (ACTFL) Advanced Level Check Oral Proficiency Interview (OPI). Candidates who do not score Advanced Low are accepted conditionally and must redo and pass the interview before completion of 9 credits.

### Advanced Certificate Requirements - Teachers of Languages Other than English

**Type**

- Completion Requirement

**Earn at least 21 credits**

**Additional Comments:**

- Students must consult with the adviser in the Advanced Certificate: Teaching Languages Other Than English (LOTE) Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with the LOTE Education Program Adviser. All students must complete the 15-credit curriculum below.
- In order to be recommended for certification, candidates

## Masters Requirements - Admission Requirements

**Type**

- Prerequisite

**Earn a minimum Grade of B**

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.

**Certification**

- An initial teaching certificate or qualify for initial certification within three semesters. (This may be waived in some circumstances at the discretion of the program coordinator.)

**Recommendation, Essay & Interview**

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

**Additional Comments:**

## Masters Requirements - Master of Science in Education

**Type**

- Completion Requirement

**Earn a minimum GPA of 3.0**

- Students must complete the required graduate credits of study pertaining to their program. Students must earn a minimum overall GPA of 3.0 in their course work to be recommended by the College for certification.

**Earn at least 36 credits**

## Masters Requirements - Professional Certification in Teaching Literacy Birth-6th Grade

**Type**

- Completion Requirement

**Complete ALL of the following Courses:**

- EDR702 - Language and Literacy Acquisition and Development of Children
- EDR712 - Instructional Approaches for Language and Literacy Development in Childhood Education
- EDR722 - Assessing and Evaluating Language and Literacy Development in Childhood Education
- EDR765 - Literacy in the Content Areas
- EDR731 - Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education
- EDR767 - Project Seminar: Research on Literacy I and II
- EDR752 - Teaching Comp Strategies Lit thru Children's Lit
In order to be recommended for certification, candidates must (a) have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences (please see adviser for details), (b) pass the EAS, edTPA and Spanish Content Specialty Test (CST), (c) complete the Advanced Certificate: Teaching Languages Other Than English Program with a cumulative index of 3.0 or better, and (d) meet any additional New York State requirements.

### Advanced Certificate Requirements - Foundations of Education

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete ALL of the following Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>🟦 ESC501 - Psychological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>🟦 ESC502 - Historical Foundations of Education: A Multicultural Perspective</td>
<td></td>
</tr>
<tr>
<td>🟦 ESC529 - Language and Literacies Acquisition in Middle &amp; HS Education OR EDR529 - Language, Literacy, and Educational Technology</td>
<td></td>
</tr>
<tr>
<td>🟦 ESC506 - Special Needs Education in TESOL and Secondary Settings</td>
<td></td>
</tr>
</tbody>
</table>

### Advanced Certificate Requirements - Methods, Curriculum, and Instruction

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete ALL of the following Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>🟦 ESC524 - Teaching Foreign Language in Middle and High School</td>
<td></td>
</tr>
<tr>
<td>🟦 ESC562 - Teaching Language Arts in Languages Other than English</td>
<td></td>
</tr>
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</table>

### Advanced Certificate Requirements - Student Teaching or Teaching Internship and Seminar

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fulfill ANY of the following requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching Internship for full-time Spanish teachers:</td>
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</tr>
<tr>
<td>🟦 ESC595 - Internship in Classroom Teaching</td>
<td></td>
</tr>
<tr>
<td>🟦 ESC611 - Teaching Internship Seminar in Secondary Education</td>
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<tr>
<td>Student Teaching in Spanish:</td>
<td></td>
</tr>
<tr>
<td>🟦 ESC596 - Student Teaching in the Middle and High School Grades</td>
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<tr>
<td>🟦 ESC612 - Seminar in Secondary and TESOL Student Teaching</td>
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</tr>
</tbody>
</table>

### Masters Requirements - Professional Certification in Teaching Literacy 5th-12th Grade

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete ALL of the following Courses:</strong></td>
<td></td>
</tr>
<tr>
<td>🟦 EDR703 - Literacy Acquisition and Development of Pre-Adolescents and Adolescents</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR713 - Instructional Approaches Language and Literacy Development in Middle Childhood and Adolescent Education</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR723 - Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR753 - Teaching Com Strategies Literacy thru Young Adult’s Lit Diverse Learners Mid Childhood/Adolescent Edu</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR733 - Practicum in Fostering Language and Literacy Development in Middle Childhood and Adolescent Education</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR767 - Project Seminar: Research on Literacy I and II</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR766 - Literacy in the Content Areas</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR768 - Project Seminar: Research on Literacy I and II</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR529 - Language, Literacy, and Educational Technology</td>
<td></td>
</tr>
<tr>
<td>🟦 EDS701 - Understanding Individuals with Disabilities</td>
<td></td>
</tr>
<tr>
<td>🟦 EDR605 - Professional Writing for Educators</td>
<td></td>
</tr>
</tbody>
</table>
**Overview**

**Institution Code**
LEH01

**Official Name of Program**
Science Education

**Plan Code**
SCED-ADVCR

**Department(s) Sponsoring Program**
Middle and High School Education

**Career**
Graduate

**Degree Designation**
ADVCERPB - Advanced Certificate

**Requirements**

**Simple Requisites**

**Certificate Requirements - Program Requirements**

**Type**
Completion Requirement

Students must consult with an adviser in the Science Education program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a Science Education adviser. All students must complete the 24-credit curriculum below. In order to be recommended for NYS certification at the completion of the Certificate Program, candidates must pass the Educating All Students (EAS), Teacher Performance Assessment (edTPA), and the CST in one of the sciences, and meet any additional New York State requirements.

**Additional Comments:**

**Certificate Requirements - Admissions Requirements**

**Type**
Prerequisite

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university that meets New York State's requirements for a general education core in liberal arts and sciences.
2. Possess an approved master's degree in an appropriate content area. Have completed a minimum of 36 credits in biology, chemistry, geology, or physics.
3. Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of 3.0 or better.
4. Satisfy the content requirements for New York State initial certification.
5. Submit scores on the NYS Content Specialty Test (CST).
6. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
7. Meet additional Departmental, divisional, and New York State requirements, if any.
8. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

**Interview & Recommendation**

1. Submit two (2) letters of recommendation and a 500-word essay on career goals.
2. Participate in an interview.

**Conditional Acceptance**

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

**Advanced Certificate Requirements - Admission Requirements**

**Type**
Prerequisite

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university that meets New York State's requirements for a general education core in liberal arts and sciences.
2. Possess an approved master's degree in an appropriate content area. Have completed a minimum of 36 credits in biology, chemistry, geology, or physics.
3. Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of 3.0 or better.
4. Satisfy the content requirements for New York State initial certification.
5. Submit scores on the NYS Content Specialty Test (CST).
6. Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
7. Meet additional Departmental, divisional, and New York State requirements, if any.
8. Submit two (2) letters of recommendation and a 500-word essay on career goals.
9. Participate in an interview.

**Conditional Acceptance**

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

**Additional Comments:**
Certificate Requirements - Overall
Type Completion Requirement
Earn at least 24 credits

Certificate Requirements - Required Courses
Type Completion Requirement
Fulfill ALL of the following requirements:

I. Core Education Sequence (15 credits)
Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
  OR EDR529 - Language, Literacy, and Educational Technology
- ESC596 - Student Teaching in the Middle and High School Grades
  AND ESC612 - Seminar in Secondary and TESOL Student Teaching

II. Methods, Curriculum, and Instruction (9 credits)
Complete ALL of the following Courses:
- ESC519 - Teaching Science in Middle and High School
- ESC506 - Special Needs Education in TESOL and Secondary Settings
  OR ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics

ESC767 Museum as Resource-Tchng Sci: Or equivalent.

Advanced Certificate Requirements - Science Education
Type Completion Requirement
Earn at least 24 credits

Advanced Certificate Requirements - Core Education Sequence
Type Completion Requirement
Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
  OR EDR529 - Language, Literacy, and Educational Technology
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Advanced Certificate Requirements - Methods, Curriculum, and Instruction
Type Completion Requirement
Fulfill ALL of the following requirements:

Complete ALL of the following Courses:
- ESC519 - Teaching Science in Middle and High School
- ESC506 - Special Needs Education in TESOL and Secondary Settings

Earn at least 3 credits from the following:
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- These 3 additional credits should be selected in consultation with the Program Coordinator.

Overview
Institution Code LEH01
Official Name of Program Science Education
Plan Code SE-MSED
Career Graduate
Degree Designation MSED - Master of Science in Education

Overview
Institution Code LEH01
Official Name of Program Special Education - Adolescent
Plan Code SEA-MSED
Career Graduate
Department(s) Sponsoring Program Middle and High School Education
Degree Designation MSED - Master of Science in Education
### Masters Requirements - Admission Requirements

**Type**

**Prerequisite**

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. For Sequence 1 admission: An undergraduate science major or the equivalent and initial certification.
4. For Sequence 2 and the dual certification and Trans B sequences admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite coursework in addition to degree requirements, based on the evaluation of their credentials by an adviser in the Science Education Program.
5. For Sequence 3 admission: An undergraduate science major and must have completed at least 12 credits of the Middle and High School education minor.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

### Additional Comments:

**Masters Requirements - Master of Science in Education**

**Type**

**Completion Requirement**

- Earn at least 31 credits

**Advisement**

- Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program. Students must complete one of the three sequences outlined below.

### Additional Comments:

**Masters Requirements - Sequence 1**

**Type**

**Completion Requirement**

- Fulfill ALL of the following requirements:
  - Core Education (3-6 credits)
  - Earn at least 3 credits from the following:
    - ESCS29 - Language and Literacies Acquisition in Middle 6 HS Education
    - ESCS19 - Teaching Science in Middle and High School

### Additional Comments:

- Earn a minimum GPA of 3.0
  - A bachelor's degree or equivalent from an accredited college or university.

### Certification

- An Initial or Professional New York State Certificate in teaching in a content area at the grades 7-12 level, or 6 semester hours at the graduate or undergraduate levels in each of the following subject areas: mathematics, English language arts, social studies, and science. Students who do not meet this admission requirement may be advised to take additional coursework as co-requisites to the program to remediate any academic deficiencies.

  - Write a 3-page essay (one page per question) that includes references/citations to something you have read in the newspapers/literature/journals. Choose 3 of the 4 questions listed below:
    1. What motivates you to become a special education teacher? (Include your academic and personal skills and interests and how your career and college experiences have prepared you and discuss any anomalies in your undergraduate record.)
    2. As a special education teacher, how will you use your leadership skills in order to promote positive student outcomes and collaboration among stakeholders. What are those leadership skills and what specific ways will you promote positive student outcomes and collaboration?
    3. As a special education teacher, how will you advocate for your students and their families? What specific ideas do you have for advocacy, including your philosophy of inclusion and differentiation in the classroom.
    4. As a special education teacher, how will you promote cultural competency and linguistic diversity within your classroom environment, including specific ideas for incorporating cultural competency within your curriculum.

### Recommendations

- Two letters of recommendation.

### Interview

- Participation in an interview.

### Additional Comments:

**Masters Requirements - Master of Science in Education**

**Type**

**Completion Requirement**
Curriculum and Instruction (11-12 credits)

- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC713 - Restorative Practices & Restorative Justice OR ESC595 - Internship in Classroom Teaching
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics

Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:
- ESC705 - Methods of Educational Research
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II
- ESC705 - Methods of Educational Research AND ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (12 credits)

Fulfill ANY of the following requirements:

**Biology**
- Complete ANY of the following Courses:
  - BIO501 - Topics in Genetics
  - BIO502 - Topics in Economic Botany

**Chemistry**
- Complete ANY of the following Courses:
  - CHE542 - Advanced Inorganic Chemistry
  - CHE544 - Biochemistry
  - CHE548 - Special Topics in Modern Organic Chemistry

**Geology**
- Complete ANY of the following Courses:
  - GEO501 - Earth Processes
  - GEO502 - Earth History
  - GEO503 - Geologic Field Methods
  - AST601 - Astronomy of Solar Systems

**Physics**
- Complete ANY of the following Courses:
  - PHY601 - Advanced General Physics
  - PHY605 - Physics for Teachers
  - AST601 - Astronomy of Solar Systems
  - AST602 - Stellar Astronomy

**Computer Science**
- Complete ANY of the following Courses:
  - CMP567 - Programming Methods I for Educators
  - CMP568 - Programming Methods II for Educators
  - CMP569 - Data Structures and Algorithms for Educators
  - CMP566 - Computer Thinking for Educators

**Additional Comments:**

Lehman College

Earn a minimum GPA of 3.0

Earn at least 36 credits

Masters Requirements - Core Courses

Type Completion Requirement

Complete ALL of the following Courses:
- EDR713 - Instructional Approaches Lang&Literacy Dev for Diverse Learners in Mid Childhood&Adolescent Edu
- ED5712 - The Adolescent with Disabilities
- ED5714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- ED5715 - Research in Special Education
- ED5716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ED5719 - Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
- ED5720 - Student Teaching Seminar
- ED5741 - Psycho-educational Evaluation of Children with Learning Problems
- ED5743 - Behavioral Assessment, Management, and Change
- ESC519 - Teaching Science in Middle and High School
- ESC532 - Teaching Mathematics in Middle and High School
- ESC533 - Teaching World History in Middle and High School
- ESC534 - Teaching U.S. History and Government
**Masters Requirements - Sequence 2**

**Completion Requirement**

### Core Education (18 credits)

**Complete ALL of the following Courses:**
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
  - OR ESC713 - Restorative Practices & Restorative Justice
- ESC519 - Teaching Science in Middle and High School
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

### Curriculum and Instruction (12 credits)

**Complete ALL of the following Courses:**
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC536 - Teaching Technology Subjects in Middle and High School
  - OR ESC537 - Principles of Computer Science Education I
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics

### Research and Culmination Projects (6 credits)

**Complete ALL of the following Courses:**
- ESC705 - Methods of Educational Research
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II
- ESC705 - Methods of Educational Research
  - AND ESC768 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

### Graduate Science Content (6-12 credits)

**Fulfill ANY of the following requirements:**

**Biology**

**Complete ANY of the following Courses:**
- BIO501 - Topics in Genetics
- BIO502 - Topics in Economic Botany
### Chemistry
Complete ANY of the following Courses:
- CHE542 - Advanced Inorganic Chemistry
- CHE544 - Biochemistry
- CHE548 - Special Topics in Modern Organic Chemistry

### Geology
Complete ANY of the following Courses:
- GEO501 - Earth Processes
- GEO502 - Earth History
- GEO503 - Geologic Field Methods
- AST601 - Astronomy of Solar Systems

### Physics
Complete ANY of the following Courses:
- PHY601 - Advanced General Physics
- PHY605 - Physics for Teachers
- AST601 - Astronomy of Solar Systems
- AST602 - Stellar Astronomy

### Computer Science
Complete ANY of the following Courses:
- CMP567 - Programming Methods I for Educators
- CMP568 - Programming Methods II for Educators
- CMP569 - Data Structures and Algorithms for Educators
- CMP566 - Computer Thinking for Educators

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

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

### Additional Comments:

### Masters Requirements - Sequence 3
**Type**
Completion Requirement

<table>
<thead>
<tr>
<th>Fulfill ALL of the following requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Education (10-12 credits)</td>
</tr>
<tr>
<td>Earn at least 10 credits from the following:</td>
</tr>
<tr>
<td>- ESC519 - Teaching Science in Middle and High School</td>
</tr>
<tr>
<td>- ESC789 - Independent Study in Curriculum Development</td>
</tr>
<tr>
<td>- ESC96 - Student Teaching in the Middle and High School Grades</td>
</tr>
<tr>
<td>- ESC612 - Seminar in Secondary and TESOL Student Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Instruction (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- ESC556 - Teaching Technology Subjects in Middle and</td>
</tr>
</tbody>
</table>
### Research and Culmination Projects (6 credits)

Complete ALL of the following Courses:
- ESC705 - Methods of Educational Research
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

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

Fulfill ANY of the following requirements:

#### Biology
Complete ANY of the following Courses:
- BIO611 - Problems in Microbiology
- BIO612 - Plant Growth and Development
- BIO618 - Problems in Ecology

#### Chemistry
Complete ANY of the following Courses:
- CHE542 - Advanced Inorganic Chemistry
- CHE544 - Biochemistry
- CHE548 - Special Topics in Modern Organic Chemistry

#### Geology
Complete ANY of the following Courses:
- GEO501 - Earth Processes
- GEO502 - Earth History
- GEO503 - Geologic Field Methods

#### Physics
Complete ANY of the following Courses:
- PHY601 - Advanced General Physics
- AST601 - Astronomy of Solar Systems
- AST602 - Stellar Astronomy

#### General Science
Complete ANY of the following Courses:
- BIO618 - Problems in Ecology
- CHE542 - Advanced Inorganic Chemistry
- GEO501 - Earth Processes
- PHY601 - Advanced General Physics

#### Computer Science
Complete ANY of the following Courses:
- CMP567 - Programming Methods I for Educators
- CMP568 - Programming Methods II for Educators
- CMP569 - Data Structures and Algorithms for Educators
- CMP566 - Computer Thinking for Educators

### Note:
- Science content course requirements must align with undergraduate science preparation and with intended
Lehman College

certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

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

Additional Comments:

Masters Requirements - Sequence 4
Type Completion Requirement

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

Fulfill ALL of the following requirements:

Foundations Core (21 credits)

Complete ALL of the following Courses:
- EDS780 - Adolescent Development
- EDS712 - The Adolescent with Disabilities
- EDS714 - Curriculum and Instructional Practice for Culturally & Linguistically Diverse Adolescents with Disabilities
- EDS716 - Practicum in Curriculum and Instruction for Culturally & Linguistically Diverse Adolescents with Disabilities
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle & HS Education

Curriculum and Instruction (12 credits)

Complete ALL of the following Courses:
- ESC519 - Teaching Science in Middle and High School
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching (6 credits)

Complete ALL of the following Courses:
- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:
- BIO501 - Topics in Genetics
- BIO502 - Topics in Economic Botany

Chemistry
Complete ANY of the following Courses:
- CHE542 - Advanced Inorganic Chemistry
- CHE544 - Biochemistry
- CHE548 - Special Topics in Modern Organic Chemistry

Geology
Complete ANY of the following Courses:
- GEO501 - Earth Processes
- GEO502 - Earth History
- GEO503 - Geologic Field Methods
- AST601 - Astronomy of Solar Systems

Physics
Complete ANY of the following Courses:
- PHY601 - Advanced General Physics
- AST601 - Astronomy of Solar Systems
- AST602 - Stellar Astronomy

Computer Science
Complete ANY of the following Courses:
- CMP567 - Programming Methods I for Educators
- CMP568 - Programming Methods II for Educators
- CMP569 - Data Structures and Algorithms for Educators
- CMP566 - Computer Thinking for Educators

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

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

Additional Comments:

Masters Requirements - Sequence 5
Type
Completion Requirement
Trans B Alternative Certification in Science Education 7-12 Sequence
Fulfill ALL of the following requirements:
Core Education (15-18 credits)
Earn at least 15 credits from the following:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- OR ESC713 - Restorative Practices & Restorative Justice
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC519 - Teaching Science in Middle and High School
- ESC789 - Independent Study in Curriculum Development
- ESC595 - Internship in Classroom Teaching
- OR ESC596 - Student Teaching in the Middle and High School Grades
Curriculum and Instruction (12 credits)

Earn at least 12 credits from the following:
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC336 - Teaching Technology Subjects in Middle and High School
- ESC767 - The Museum as a Resource for Teaching Science in Secondary Settings
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics

ESC336 Tch Tech Sub in Mid & High Sch: Or equivalent.
ESC767 Museum as Resource-Tchng Sci: Or equivalent.

Research and Culmination Projects (3 credits)

Complete ALL of the following Courses:
- ESC705 - Methods of Educational Research

Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

Biology

Complete ANY of the following Courses:
- BIO631 - Problems in Microbiology
- BIO632 - Plant Growth and Development
- BIO638 - Problems in Ecology

Chemistry

Complete ANY of the following Courses:
- CHE542 - Advanced Inorganic Chemistry
- CHE544 - Biochemistry
- CHE546 - Special Topics in Modern Organic Chemistry

Geology

Complete ANY of the following Courses:
- GEO501 - Earth Processes
- GEO502 - Earth History
- GEO503 - Geologic Field Methods

Physics

Complete ANY of the following Courses:
- PHY601 - Advanced General Physics
- AST601 - Astronomy of Solar Systems
- AST602 - Stellar Astronomy

General Science

Complete ANY of the following Courses:
- BIO638 - Problems in Ecology
- CHE542 - Advanced Inorganic Chemistry
- GEO501 - Earth Processes
- PHY601 - Advanced General Physics

Computer Science

Complete ANY of the following Courses:
- CMP567 - Programming Methods I for Educators
- CMP568 - Programming Methods II for Educators
- CMP569 - Data Structures and Algorithms for Educators
- CMP566 - Computer Thinking for Educators

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

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

Additional Comments:

Masters Requirements - Sequence 6
Type Completion Requirement

Trans B Alternative Dual Certification in Science Education 7-12 and Students with Disabilities, Generalist. Grades 7-12
Fulfill ALL of the following requirements:

Introductory Core (9 credits)
Complete ALL of the following Courses:
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- EDS780 - Adolescent Development
- EDS743 - Behavioral Assessment, Management, and Change

Foundations Core (12 credits)
Complete ALL of the following Courses:
- EDS714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS712 - The Adolescent with Disabilities
- ESC529 - Language and Literacies Acquisition in Middle 6 HS Education

Pedagogical Core (15 credits)
Complete ALL of the following Courses:
- EDS716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School
- ESC519 - Teaching Science in Middle and High School
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics

Student Teaching (6 credits)
Complete ALL of the following Courses:
- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms
Graduate Science Content (6-8 credits)

Fulfill ANY of the following requirements:

**Biology**

Complete ANY of the following Courses:
- BIO501 - Topics in Genetics
- BIO502 - Topics in Economic Botany

**Chemistry**

Complete ANY of the following Courses:
- CHE542 - Advanced Inorganic Chemistry
- CHE544 - Biochemistry
- CHE548 - Special Topics in Modern Organic Chemistry

**Geology**

Complete ANY of the following Courses:
- GEO501 - Earth Processes
- GEO502 - Earth History
- GEO503 - Geologic Field Methods
- AST601 - Astronomy of Solar Systems

**Physics**

Complete ANY of the following Courses:
- PHY601 - Advanced General Physics
- PHY605 - Physics for Teachers
- AST601 - Astronomy of Solar Systems
- AST602 - Stellar Astronomy

**Computer Science**

Complete ANY of the following Courses:
- CMP567 - Programming Methods I for Educators
- CMP568 - Programming Methods II for Educators
- CMP569 - Data Structures and Algorithms for Educators
- CMP566 - Computer Thinking for Educators

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

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

Additional Comments:

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**Overview**

Institution Code
LEH01
Official Name of Program
## Science Teacher Grade 7-12 Alternative Transitional B Certification

**Plan Code:** SEAC-MSED  
**Department(s) Sponsoring Program:** Middle and High School Education  
**Career:** Graduate

### Requirements

**Simple Requisites**

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

### Additional Comments:

Fulfill ALL of the following requirements:

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

- ESCS9 - Language and Literacies Acquisition in Middle 8 HS Education
- ESCS9 - Teaching Science in Middle and High School

**Curriculum and Instruction (12 credits)**

- ESCS9 - Teaching the Historical Development of Science
- ESCS9 - Internship in Classroom Teaching AND ESCS9 - Teaching Internship Seminar in Secondary Education
- ESCS9 - The Museum as a Resource for Teaching

## Social Studies Teacher

**Plan Code:** SOS-ADVCRPT  
**Department(s) Sponsoring Program:** Middle and High School Education  
**Career:** Graduate

### Requirements

**Simple Requisites**

1. Earn a minimum GPA of 3.0  
2. Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of 3.0 or better.
3. Earn at least 36 credits
4. Possess a master's degree in an approved social studies content area.
5. Have completed a minimum of 36 credits in history or in an approved social studies content area.
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview.

### Additional Requirements

- Submit scores on the NYS Content Specialty Test (CST) in Social Studies.
- Satisfy appropriate voice, speech, and health standards.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

### Additional Comments:

Fulfill ALL of the following requirements:

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

- ESCS9 - Language and Literacies Acquisition in Middle 8 HS Education
- ESCS9 - Teaching Science in Middle and High School

**Curriculum and Instruction (12 credits)**

- ESCS9 - Teaching the Historical Development of Science
- ESCS9 - Internship in Classroom Teaching AND ESCS9 - Teaching Internship Seminar in Secondary Education
- ESCS9 - The Museum as a Resource for Teaching

## Advanced Certificate Requirements

**Type:**  
**Completion Requirement**

- Earn a minimum GPA of 3.0
- Earn at least 26 credits
- Earn at least 36 credits from the following:
  - ESCS9 - Language and Literacies Acquisition in Middle 8 HS Education
  - ESCS9 - Teaching Science in Middle and High School

### Additional Comments:

- Submit scores on the NYS Content Specialty Test (CST) in Social Studies.
- Satisfy appropriate voice, speech, and health standards.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

### Advanced Certificate Requirements - Social Studies Education

**Type:**  
**Completion Requirement**

- Earn a minimum GPA of 3.0
- Earn at least 26 credits
- Earn at least 36 credits from the following:
  - ESCS9 - Language and Literacies Acquisition in Middle 8 HS Education
  - ESCS9 - Teaching Science in Middle and High School

### Additional Comments:
Science in secondary settings.

- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics
- ESC755 Teach Historical Dev of Sci or ESC595 Internship in Classroom Teach and ESC411 Tchng Intenshp Smnr in Sec Edu

Research and Culmination Projects (6 credits)
Earn at least 6 credits from the following:
- ESC705 - Methods of Educational Research
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II
- ESC708 - Methods of Educational Research
AND ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Graduate Science Content (12 credits)
Fulfill ANY of the following requirements:

Biology
Complete ANY of the following Courses:
- BIO501 - Topics in Genetics
- BIO502 - Topics in Economic Botany

Chemistry
Complete ANY of the following Courses:
- CHE542 - Advanced Inorganic Chemistry
- CHE544 - Biochemistry
- CHE548 - Special Topics in Modern Organic Chemistry

Geology
Complete ANY of the following Courses:
- GEO501 - Earth Processes
- GEO502 - Earth History
- GEO503 - Geologic Field Methods
- AST601 - Astronomy of Solar Systems

Physics
Complete ANY of the following Courses:
- PHY601 - Advanced General Physics
- PHY605 - Physics for Teachers
- AST601 - Astronomy of Solar Systems
- AST602 - Stellar Astronomy

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

Advanced Certificate Requirements - Methods, Curriculum, and Instruction
Type
Completion Requirement

Fulfill ALL of the following requirements:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
OR EDR529 - Language, Literacy, and Educational Technology
- ESC 506: Or the equivalent. Requires 15 hours of field work.
- ESC 501, ESC 502, ESC 529: Require 25 hours of fieldwork each.

Additional Comments:

Advanced Certificate Requirements - Practicum
Type
Completion Requirement

Fulfill ALL of the following requirements:
- ESC534 - Teaching U.S. History and Government
- ESC 534 and all other Social Studies teaching methods courses include a combined total of 25 hours of fieldwork.

Additional Credits
Earn at least 6 credits
- Additional Credits: 6 additional credits to be selected in consultation with the Program Coordinator.

Advanced Certificate Requirements - Practicum
Type
Completion Requirement

Complete ALL of the following Courses:
- ESC595 - Internship in Classroom Teaching
AND ESC612 - Seminar in Secondary and TESOL Student Teaching
- ESC596 - Student Teaching in the Middle and High School Grades
AND ESC612 - Seminar in Secondary and TESOL Student Teaching
- ESC 595: Teaching Internship for in-service teachers and will include a weekly seminar, ESC 612: Seminar in Secondary Student Teaching 3.
- ESC 596: Student Teaching will be taken by pre-service teachers and will include a weekly seminar, ESC 612: Seminar in Secondary Student Teaching 3.

Additional Comments:
**Lehman College**

**Curriculum and Instruction (12 credits)**

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

- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC536 - Teaching Technology Subjects in Middle and High School
  
  **OR**
  
  ESC537 - Principles of Computer Science Education I
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics

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

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

- ESC705 - Methods of Educational Research
- ESC706 - Project Seminar I
- ESC707 - Project Seminar II
- ESC705 - Methods of Educational Research

**AND**

- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

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

**Fulfill ANY of the following requirements:**

- **Biology**
  
  Complete ANY of the following Courses:
  
  - BIO501 - Topics in Genetics
  - BIO502 - Topics in Economic Botany

- **Chemistry**
  
  Complete ANY of the following Courses:
  
  - CHE542 - Advanced Inorganic Chemistry
  - CHE544 - Biochemistry
  - CHE548 - Special Topics in Modern Organic Chemistry

- **Geology**
  
  Complete ANY of the following Courses:
  
  - GEO501 - Earth Processes
  - GEO502 - Earth History
  - GEO503 - Geologic Field Methods
  - AST601 - Astronomy of Solar Systems

- **Physics**
  
  Complete ANY of the following Courses:
  
  - PHY601 - Advanced General Physics
  - PHY605 - Physics for Teachers
  - AST601 - Astronomy of Solar Systems
  - AST602 - Stellar Astronomy
Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement. Such courses may include but are not limited to the courses above.

## Major Requirements - Core Requirements/Curriculum: Sequence 3

### Completion Requirement

**Fulfill ALL of the following requirements:**

#### Core Education Sequence (13 credits)

Earn at least 13 credits from the following:

- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC519 - Teaching Science in Middle and High School
- ESC789 - Independent Study in Curriculum Development
- ESC595 - Internship in Classroom Teaching
  OR  ESC596 - Student Teaching in the Middle and High School Grades

#### Curriculum and Instruction (12 credits)

Earn at least 12 credits from the following:

- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC536 - Teaching Technology Subjects in Middle and High School
- ESC770 - Methods of Teaching Science in Secondary Schools: Selected Topics

ESC536 Tch Tech Sub in Mid & High Sch: *Or equivalent.*
ESC767 Museum as Resource-Tchng Sci: *Or equivalent.*

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

Earn at least 3 credits from the following:

- ESC705 - Methods of Educational Research
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

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

**Fulfill ANY of the following requirements:**

### Biology

- BIO611 - Problems in Microbiology
- BIO612 - Plant Growth and Development
- BIO618 - Problems in Ecology

### Chemistry

- CHE542 - Advanced Inorganic Chemistry
- CHE544 - Biochemistry
- CHE548 - Special Topics in Modern Organic Chemistry
Complete ANY of the following Courses:
- GEO501 - Earth Processes
- GEO502 - Earth History
- GEO503 - Geologic Field Methods

Physics
Complete ANY of the following Courses:
- PHY601 - Advanced General Physics
- AST601 - Astronomy of Solar Systems
- AST602 - Stellar Astronomy

General Science
Complete ANY of the following Courses:
- BIO618 - Problems in Ecology
- CHE542 - Advanced Inorganic Chemistry
- GEO501 - Earth Processes
- PHY601 - Advanced General Physics

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

Additional Comments:

Overview
Institution Code
LEH01
Official Name of Program
Social Studies 7-12
Plan Code
SST-ADVCRT
Department(s) Sponsoring Program
Middle and High School Education
Career
Graduate
Degree Designation
ADVCERP - Advanced Certificate
Post Baccalaureate

Requirements
Simple Requisites
Certificate Requirements - Admission Requirements
Type
Completion Requirement
- Possess a bachelor's degree (or its equivalent) from an accredited college or university that meets New York State's requirements for a general education core in liberal arts and sciences.
- Possess a master's degree in an approved social studies content area.
- Have completed a minimum of 36 credits in history or in an approved social studies content area.
- Submit scores on the NYS Content Specialty Test (CST) in Social Studies.
- Demonstrate the ability to pursue graduate study successfully by having a master's Grade Point Average of

Overview
Institution Code
LEH01
Official Name of Program
Social Studies 7-12
Plan Code
SST-MA
Department(s) Sponsoring Program
Middle and High School Education
Career
Graduate
Degree Designation
MA - Master of Arts

Requirements
Simple Requisites
Masters Requirements - Admission Requirements
Type
Prerequisite
- Fulfill ALL of the following requirements:
  - Possess a bachelor's degree or equivalent from an accredited college or university. The bachelor's degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
  - A bachelor's degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
  - If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
  - If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three
Successfully by having a master's Grade Point Average of 3.0 or better.

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

Participate in an interview.

Satisfy appropriate voice, speech, and health standards.

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

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

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

Certificate Requirements - Overall

Type: Completion Requirement

 Earn at least 26 credits

All students must complete the 26-27-credit curriculum below.

Students must consult with an adviser in the Social Studies Education program before starting their certificate program. During their first semester, matriculated students are required to plan their program with a Social Studies Education adviser. All students must complete the 26-27-credit curriculum below. The CST examination must be passed in order to take the Social Studies teaching methods courses. In order to be recommended for certification, candidates must pass the remaining current certification examinations and complete the Social Studies Education Certificate with a 3.0 or better GPA, and meet any additional New York State requirements.

Certificate Requirements - Required Courses

Type: Completion Requirement

Fulfill ALL of the following requirements:

I. Foundations of Education (12)

Complete ALL of the following courses:

- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
  OR EDRS29 - Language, Literacy, and Educational Technology

ESC506 Teaching Students W/Disabilities: Or the equivalent. Requires 15 hours of field work.

II. Methods, Curriculum, and Instruction (9)

Complete ALL of the following Courses:

- ESC34 - Teaching U.S. History and Government

Additional Comments:

Prerequisite Content Core:

All candidates must satisfy the following prerequisite areas of study. These requirements may be met by either graduate courses or undergraduate coursework taken prior to during graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Undergraduates can satisfy these requirements prior to admission to the master's program by choosing courses for their distribution requirements in the areas listed.

- Anthropology
- Sociology
- Geography
- Political science
- Economics
- Psychology
- Two history survey courses, one in U.S. history and one in European or world history.

Masters Requirements - Master of Arts

Type: Completion Requirement

Sequence 1: History Intensive Option

Earn at least 41 credits

Sequence 2: Undergraduate Education Minor Option

Earn at least 30 credits

Sequence 3: History or Social Science Undergraduate Major Option

Earn at least 30 credits

Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12 Option

Earn at least 39 credits

Sequence 5: Trans B Alternative Certification in Social Studies 7-12

Earn at least 33 credits

Sequence 6: Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7-12

Earn at least 42 credits

Additional Comments:
ESC534 Tch Us Hist/Govt\textsuperscript{and Additional 6 credits.}\textsuperscript{*}

\textsuperscript{*} Additional Credits: 6 additional credits to be selected in consultation with the Program Coordinator.

ESC534 Tch Us Hist/Govt.: ESC534 Tch Us Hist/Govt. and all other Social Studies teaching methods courses include a combined total of 25 hours of fieldwork.

III. Practicum (5-6)

Complete ALL of the following Courses:

- ESC595 - Internship in Classroom Teaching
- OR ESC596 - Student Teaching in the Middle and High School Grades

ESC595 Internship in Classroom Teach.: Teaching Internship for in-service teachers and will include a weekly seminar, ESC612 Seminar Sec & TESOL Stud Tchng: Seminar in Secondary Student Teaching 3.

ESC596 Stud Tchng Middle & HS Grades: Student Teaching will be taken by pre-service teachers and will include a weekly seminar, ESC612 Seminar Sec & TESOL Stud Tchng: Seminar in Secondary Student Teaching 3.

Additional Comments:

<table>
<thead>
<tr>
<th>Masters Requirements - Sequence 1: History Intensive Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Requirement</td>
</tr>
<tr>
<td>History Intensive Option</td>
</tr>
<tr>
<td>Fullfill ALL of the following requirements:</td>
</tr>
<tr>
<td>Foundations Core</td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- ESC501 - Psychological Foundations of Education</td>
</tr>
<tr>
<td>- ESC502 - Historical Foundations of Education: A Multicultural Perspective</td>
</tr>
<tr>
<td>- ESC529 - Language and Literacies Acquisition in Middle &amp; HS Education</td>
</tr>
<tr>
<td>- ESC506 - Special Needs Education in TESOL and Secondary Settings</td>
</tr>
<tr>
<td>Pedagogical Core</td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- ESC533 - Teaching World History in Middle and High School</td>
</tr>
<tr>
<td>- ESC534 - Teaching U.S. History and Government</td>
</tr>
<tr>
<td>Content Core</td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- HIW533 - World History and Historiography</td>
</tr>
<tr>
<td>- HIU534 - U.S. History and Historiography</td>
</tr>
<tr>
<td>- Take three additional history or social science courses chosen in consultation with the adviser.</td>
</tr>
<tr>
<td>Project Seminar</td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td>- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas</td>
</tr>
<tr>
<td>Student Teaching</td>
</tr>
<tr>
<td>Earn at least 6 credits from the following:</td>
</tr>
<tr>
<td>- ESC596 - Student Teaching in the Middle and High School Grades</td>
</tr>
<tr>
<td>- AND ESC612 - Seminar in Secondary and TESOL Student Teaching</td>
</tr>
<tr>
<td>- ESC595 - Internship in Classroom Teaching</td>
</tr>
<tr>
<td>- AND ESC612 - Seminar in Secondary and TESOL Student Teaching</td>
</tr>
</tbody>
</table>

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.

Additional Comments:

<table>
<thead>
<tr>
<th>Masters Requirements - Sequence 2: Undergraduate Education Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Requirement</td>
</tr>
<tr>
<td>Undergraduate Education Minor</td>
</tr>
<tr>
<td>Fullfill ALL of the following requirements:</td>
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</tbody>
</table>
Fulfill ALL of the following requirements:

**Pedagogical Core**
Complete ALL of the following Courses:
- ESC533 - Teaching World History in Middle and High School
- ESC534 - Teaching U.S. History and Government

**Content Core**
Earn at least 15 credits from the following:
- HIW533 - World History and Historiography
- HIU534 - U.S. History and Historiography
- Take three additional history or social science courses chosen in consultation with the adviser.

**Project Seminar**
Complete ALL of the following Courses:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

**Student Teaching**
Complete ALL of the following Courses:
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12.

**Additional Comments:**

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**Masters Requirements - Sequence 3: History or Social Science Undergraduate Major Option**

**Type**
Completion Requirement

**History or Social Science Undergraduate Major Option**
Fulfill ALL of the following requirements:

**Foundations Core**
Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC566 - Special Needs Education in TESOL and Secondary Settings

**Pedagogical Core**
Complete ALL of the following Courses:
- ESC533 - Teaching World History in Middle and High School
- ESC534 - Teaching U.S. History and Government

**Content Core**
Earn at least 3 credits from the following:
- HIW533 - World History and Historiography
Lecture and Recitation:
- HIU534 - U.S. History and Historiography

**Project Seminar**
Complete ALL of the following Courses:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

**Student Teaching**
Complete ALL of the following Courses:
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

**Additional Comments:**

Masters Requirements - Sequence 4: Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

**Type:**
Completion Requirement

Dual Certification Social Studies and Teaching Students with Disabilities Generalist Grades 7-12

**Fulfill ALL of the following requirements:**

**Foundations Core**
Complete ALL of the following Courses:
- EDS780 - Adolescent Development
- EDS712 - The Adolescent with Disabilities
- EDS714 - Curriculum and Instructional Practice for Culturally and Linguistically Diverse Adolescents with Disabilities Inclusive Set
- EDS716 - Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Adolescents with Disabilities
- EDS741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle & HS Education

**Pedagogical Core**
Complete ALL of the following Courses:
- ESC333 - Teaching World History in Middle and High School
- ESC344 - Teaching U.S. History and Government
- ESC340 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC441 - Teaching Math and Science to Diverse Students in Middle and High School

**Student Teaching**
Complete ALL of the following Courses:
- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms
Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education and Students with Disabilities (SWD) grades 7-12.

**Additional Comments:**

**Masters Requirements - Sequence 5: Trans B Alternative Certification in Social Studies 7-12**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trans B Alternative Certification in Social Studies 7-12</td>
<td>Fulfill ALL of the following requirements:</td>
</tr>
</tbody>
</table>

**Introductory Core**

Complete ALL of the following Courses:
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- ESC501 - Psychological Foundations of Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

**Foundations Core**

Complete ALL of the following Courses:
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC529 - Language and Literacies Acquisition in Middle & HS Education

**Pedagogical Core**

Complete ALL of the following Courses:
- ESC533 - Teaching World History in Middle and High School
- ESC534 - Teaching U.S. History and Government

**Content Core**

Earn at least 3 credits from the following:
- HIW533 - World History and Historiography
- HIU534 - U.S. History and Historiography

**Project Seminar**

Complete ALL of the following Courses:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

**Student Teaching**

Complete ALL of the following Courses:
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek Trans B, Initial, and Professional Certifications in Social Studies 7-12. The Trans B license allows candidates to begin teaching full-time while completing the remaining degree requirements.

**Additional Comments:**

Lehman College

507 / 654
### Masters Requirements - Sequence 6: Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7-12

**Type**: Completion Requirement

**Trans B Alternative Dual Certification in Social Studies 7-12 and Students with Disabilities, Generalist, Grades 7-12**

**Fulfill ALL of the following requirements:**

#### Introductory Core

**Complete ALL of the following Courses:**
- ESC790 - Workshop in Curriculum Materials Development in Specialized Areas
- EDS780 - Adolescent Development
- EDS743 - Behavioral Assessment, Management, and Change

#### Foundations Core

**Complete ALL of the following Courses:**
- EDS714 - Curriculum & Instructional Pract Culturally & Linguistically Diverse Adolescents w/ Disabilities Inclusive Set
- EDS740 - Nature and Needs of the Handicapped
- EDS743 - Behavioral Assessment, Management, and Change
- ESC529 - Language and Literacies Acquisition in Middle & HS Education

#### Pedagogical Core

**Complete ALL of the following Courses:**
- EDS716 - Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/ Disabilities
- ESC533 - Teaching World History in Middle and High School
- ESC534 - Teaching U.S. History and Government
- ESC540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC541 - Teaching Math and Science to Diverse Students in Middle and High School

#### Student Teaching

**Complete ALL of the following Courses:**
- ESC597 - Student Teaching in Inclusive Secondary Classrooms
- ESC613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

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

**Additional Comments:**

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### Masters Requirements - Additional Certification Requirements

**Type**: Completion Requirement

**Completion Requirement**
After fulfilling the Sequences 1 through 3 degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate’s TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 4 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

Sequences 5 and 6 candidates will also complete the Trans B application and all relevant requirements including certification exams and workshops.

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

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates: (1) Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate; (2) Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or (3) Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

Additional Comments:

Overview
Institution Code LEH01
Official Name of Program Social Studies Teacher, Grades 7-12 Alternative Transitional B Certification Plan Code SSTAC-MA
Department(s) Sponsoring Program Middle and High School Education Career Graduate
Degree Designation MA - Master of Arts

Requirements
Simple Requisites
Major Requirements - Admission Requirements Type Prerequisite

Overview
Institution Code LEH01
Official Name of Program Social Studies Education Grades 7-12 Plan Code SSTPRF-MA
Department(s) Sponsoring Program Middle and High School Education Career Graduate
Degree Designation MA - Master of Arts

Requirements
Simple Requisites
Certificate Requirements - Overall Type Completion Requirement

Earn at least 30 credits
Admission Requirements

- Possess a bachelor’s degree or equivalent from an accredited college or university. The bachelor’s degree can be in history, any social science, or include an undergraduate record of 30 social studies credits with a minimum of 21 of the credits in history, and the remainder from the social sciences.
- A bachelor’s degree with a minimum cumulative grade point average of 3.0 in the undergraduate work.
- If conditionally accepted, must earn minimum 3.0 in courses designated by the Program Coordinator.
- If conditionally accepted, meet conditions, starting in the first semester and finishing in no more than three consecutive semesters.
- Evidence of having completed a course in Special Education (ESC 463 or the equivalent). Students who have not taken this course as an undergraduate must take ESC 506 as part of their graduate program.
- Candidates must schedule an interview with the Social Studies Program Coordinator that includes a transcript review.
- Two letters of recommendation.
- 500-word application essay on interest in the program as it relates to long-term career goals.

Certificate Requirements - Required

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogical Core</td>
<td>Earn at least 12 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- ESC712 - Human Rights Education</td>
</tr>
<tr>
<td></td>
<td>- ESC713 - Restorative Practices &amp; Restorative Justice</td>
</tr>
<tr>
<td></td>
<td>- ESC717 - Nonviolent Resolution of Conflict</td>
</tr>
<tr>
<td></td>
<td>- ESC718 - Transformative Justice</td>
</tr>
<tr>
<td>Content Core</td>
<td>Earn at least 15 credits from the following:</td>
</tr>
<tr>
<td></td>
<td>- HIW533 - World History and Historiography</td>
</tr>
<tr>
<td></td>
<td>- HIU534 - U.S. History and Historiography</td>
</tr>
</tbody>
</table>

Students can take 3 additional courses in history or social sciences chosen with an adviser

Project Seminar

Earn at least 3 credits from the following:

- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Additional Comments:

- Lehman College
Secondary Settings

ESC533 - Teaching World History in Middle and High School
ESC534 - Teaching U.S. History and Government
HIW533 - World History and Historiography
HIU534 - U.S. History and Historiography
ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
ESC96 - Student Teaching in the Middle and High School Grades
AND ESC612 - Seminar in Secondary and TESOL Student Teaching
ESC95 - Internship in Classroom Teaching
AND ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who lack core education requirements and seek initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.

- Foundations Core (12 credits): ESC501 Psy Foundations Educ (3), ESC502 Hist Foundations US Educ (3), ESC529 Lang&Lipy Acquisition 2nd Ed (3) and ESC506 TeachingStudentsW/Disabilitities (3)
- Pedagogical Core (6 credits): ESC533 Tch World History-Middle & HS (3) and ESC534 Tch Us Hist/Govermmt (3)
- Content Core (15 credits): HIW533 Hist/Historiography (3), HIU534 Us His/Historiography (3), and three additional history or social science courses chosen in consultation with the adviser.
- Student Teaching (6 credits): ESC596 Stud Tchng Middle & HS Grades (3) and ESC612 Seminar Sec & TESOL Stud Tchng (3) or Teaching Internship for Current Teachers-of-Record (5 credits): ESC595 Internship in Classroom Teach (2) and ESC612 Seminar Sec & TESOL Stud Tchng (3)

Additional Comments:

Major Requirements - Core Requirements/Curriculum: Sequence 2
Type
Completion Requirement

Sequence 2: Undergraduate Education Minor Option (30 credits)

Fulfill ALL of the following requirements:

Earn at least 30 credits from the following:
- ESC533 - Teaching World History in Middle and High School
- ESC534 - Teaching U.S. History and Government
- HIW533 - World History and Historiography
- HIU534 - U.S. History and Historiography
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
- ESC96 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history, any of the social sciences or a 30 credit concentration in social studies who previously completed an education minor or equivalent education courses and are seeking initial certification in Social Studies Education grades 7-12. Non-history and non-social science undergraduate majors may qualify for this sequence with the required pre-requisites.
Studies Education grades 7-12.

- **Pedagogical Core (6 credits):** ESC533 Tch World History-Middle & HS (3) and ESC534 Tch Us Hist/Government (3)
- **Content Core (15 credits):** HIW533 Hist/Historiography (3), HIU534 Us His/Historiography (3), and three additional history or social science courses chosen in consultation with the adviser.
- **Project Seminar (3 credits):** ESC708 Proj.Sem.Spec.Areas (3)
- **Student Teaching (6 credits):** ESC596 Stud Tchng Middle & HS Grades (3) and ESC612 Seminar Sec & TESOL Stud Tchng (3)

**Additional Comments:**

**Major Requirements - Core Requirements/Curriculum: Sequence 3**

<table>
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<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sequence 3: History or Social Science Undergraduate Major Option (30 credits)</strong></td>
<td>Fulfill ALL of the following requirements:</td>
</tr>
</tbody>
</table>

- **Earn at least 30 credits from the following:**
  - ESC501 - Psychological Foundations of Education
  - ESC502 - Historical Foundations of Education: A Multicultural Perspective
  - ESC529 - Language and Literacies Acquisition in Middle & HS Education
  - ESC506 - Special Needs Education in TESOL and Secondary Settings
  - ESC533 - Teaching World History in Middle and High School
  - ESC534 - Teaching U.S. History and Government
  - HIW533 - World History and Historiography
  - HIU534 - U.S. History and Historiography
  - ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
  - ESC596 - Student Teaching in the Middle and High School Grades
  - ESC612 - Seminar in Secondary and TESOL Student Teaching

Candidates with an undergraduate degree in history or a social science, who lack core education requirements and seek initial certification in Social Studies Education grades 7-12.

- **Foundations Core (12 credits):** ESC501 Psy Foundations Educ (3), ESC502 Hist Foundations US Educ (3), ESC529 Lang&Litcy Acquisition 2nd Ed (3) and ESC506 TeachingStudentsW/Disabilities (3)
- **Pedagogical Core (6 credits):** ESC533 Tch World History-Middle & HS (3) and ESC534 Tch Us Hist/Government (3)
- **Content Core (3 credits):** HIW533 Hist/Historiography (3) or HIU534 Us His/Historiography (3)
- **Project Seminar (3 credits):** ESC708 Proj.Sem.Spec.Areas (3)
- **Student Teaching (6 credits):** ESC596 Stud Tchng Middle & HS Grades (3) and ESC612 Seminar Sec & TESOL Stud Tchng (3)

**Additional Comments:**

**Major Requirements - Additional Requirements**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td><strong>Lehman College</strong></td>
<td>512 / 654</td>
</tr>
</tbody>
</table>
After fulfilling the degree requirements including New York State distribution requirements in social studies, candidates are recommended for initial certification in Social Studies Education 7-12. To be eligible for certification in New York State, the candidate’s TEACH account must include (a) an application for the Initial Social Studies (Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), Teacher Performance Assessment (edTPA), and Social Studies CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

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

Qualified Social Studies Education 7-12 candidates may also apply to one of the following Advanced Certificates:
1. Teaching English to Speakers of Other Languages (TESOL P-12), and become ESOL-certified upon successful completion of that program of study or the Advanced Certificate;
2. Advanced Certificate: Middle Childhood Extension, Grades 5-6, and extend their certification to the lower grades; or
3. Advanced Certificate: Bilingual Extension, and become certified to teach social studies in the native language as well as English.

Overview

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Teaching English to Speakers of Other Languages</td>
</tr>
<tr>
<td>Plan Code</td>
<td>TESL-ADVCRT</td>
</tr>
<tr>
<td>Department(s) Sponsoring Program</td>
<td>Middle and High School Education</td>
</tr>
<tr>
<td>Career</td>
<td>Degree Designation</td>
</tr>
<tr>
<td>Graduate</td>
<td>ADVCERPM - Advanced Certificate Post Master's</td>
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</table>

Requirements

Simple Requisites

Advanced Certificate Requirements - Admission Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earn a minimum GPA of 3.0</td>
<td></td>
</tr>
<tr>
<td>Pass the state certification exam</td>
<td></td>
</tr>
<tr>
<td>Pass a criminal background check</td>
<td></td>
</tr>
</tbody>
</table>

Overview

<table>
<thead>
<tr>
<th>Institution Code</th>
<th>LEH01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Name of Program</td>
<td>Teaching English to Speakers of Other Languages Alternative Transitional B Certification</td>
</tr>
<tr>
<td>Plan Code</td>
<td>TESL-MSED</td>
</tr>
<tr>
<td>Department(s) Sponsoring Program</td>
<td>Middle and High School Education</td>
</tr>
<tr>
<td>Career</td>
<td>Degree Designation</td>
</tr>
<tr>
<td>Graduate</td>
<td>MSED - Master of Science in Education</td>
</tr>
</tbody>
</table>

Requirements

Simple Requisites

Major Requirements - Admission Requirements

<table>
<thead>
<tr>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
</table>
| 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”)

513 / 654
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.

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**Advanced Certificate Requirements - Teaching English to Speakers of Other Languages**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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 adviser. 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 adviser for more information), and (d) meet any additional New York State requirements.

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**Advanced Certificate Requirements - Language Education**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

- Complete ALL of the following Courses:
  - ESC757 - Linguistics for TESOL/Bilingual Teachers
  - ESC760 - Second-Language Learning and Teaching
  - ESC759 - Foundations of Bilingual/Bicultural Education
  - ESC725 - Teaching English Grammar
  - ESC757 - Linguistics for TESOL/Bilingual Teachers
  - ESC759 - Foundations of Bilingual/Bicultural Education
  - ESC760 - Second-Language Learning and Teaching

**Major Requirements - Curriculum: Sequence 5 (36 credits)**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td>Fulfill ALL of the following requirements:</td>
<td></td>
</tr>
<tr>
<td>Foundations (6)</td>
<td></td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
</tr>
<tr>
<td>ESC501 - Psychological Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>ESC506 - Special Needs Education in TESOL and Secondary Settings</td>
<td></td>
</tr>
</tbody>
</table>

| Language Education (12) |
| Complete ALL of the following Courses: |
| ESC757 - Linguistics for TESOL/Bilingual Teachers |
| ESC725 - Teaching English Grammar |
| ESC759 - Foundations of Bilingual/Bicultural Education |
| ESC760 - Second-Language Learning and Teaching |

| Cultural Perspectives (3) |
| Complete ALL of the following Courses: |
| ESC769 - Latinos in United States Schools |
| ESC769 Latinos in U.S. Schools: Or another course in cultural perspectives selected in consultation with the adviser. |

**Methods, Materials, and Evaluation (9)**

Complete ALL of the following Courses:
- ESC77 - Teaching English as a Second Language (Pre-K to Grade 6)
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas
### Overview

**Institution Code**
LEH01

**Offcial Name of Program**
Teaching English to Speakers of Other Languages

**Plan Code**
TESOL-MSED

**Career**
Graduate

---

### Requirements

**Overview**

**Institution Code**
LEH01

**Official Name of Program**
Teaching English to Speakers of Other Languages

**Plan Code**
TESOL-MSED

**Career**
Graduate

---

<table>
<thead>
<tr>
<th>Additional Certificate Requirements</th>
<th>Type</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ESC760 - Second Language Learning and Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ESC725 - Teaching English Grammar</td>
<td></td>
<td></td>
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</tbody>
</table>

**Advanced Comments:**

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<table>
<thead>
<tr>
<th>Advanced Certificate Requirements - Methods, Materials, and Evaluation</th>
<th>Type</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- ESC727 - Teaching English as a Second Language (Pre-K to Grade 6)</td>
<td>OR</td>
<td>ESC761 - Teaching English as a New Language, grades 5-12</td>
</tr>
<tr>
<td>- ESC766 - Teaching English as a New Language Through the Content Areas</td>
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</table>

**Additional Comments:**

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<table>
<thead>
<tr>
<th>Advanced Certificate Requirements - Practicum</th>
<th>Type</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
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</tr>
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**Additional Comments:**

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<tr>
<th>Practicum (3)</th>
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**Additional Comments:**

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<thead>
<tr>
<th>Major Requirements - Additional Requirements</th>
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</tbody>
</table>

**Additional Comments:**

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### 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);

(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.

**Additional Comments:**

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### Requirements

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<table>
<thead>
<tr>
<th>Overview</th>
<th>Planning Code</th>
<th>Program Code</th>
<th>Education Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lehman College</td>
<td>LEH01</td>
<td>TESOL-MSED</td>
<td>Middle and High School Education</td>
</tr>
<tr>
<td>Plan Code</td>
<td>Degree Designation</td>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>ESC725 - Teaching English Grammar</td>
<td>MSED - Master of Science in Education</td>
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<td>ESC797 - Teaching Internship in TESOL</td>
<td>MSED - Master of Science in Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Masters Requirements - Master of Science in Education

#### Type
- Earn a minimum GPA of 3.0

#### Prerequisite
- 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):
  - 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.

### Additional Comments:

- 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):
  - Speaking subscore: Paper-based: 50; IBT: 26

- 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.

### Major Requirements - Curriculum: Sequence 1 (30 credits)

#### Type
- Completion Requirement

#### Fulfill ALL of the following requirements:
- Language Education (12)

#### Complete ALL of the following Courses:
- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC725 - Teaching English Grammar
- ESC759 - Foundations of Bilingual/Bicultural Education
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**

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. 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
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:

- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC725 - Teaching English Grammar
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC760 - Second-Language Learning and Teaching

**Cultural Perspectives**

Complete ALL of the following Courses:

- ESC769 - Latinos in United States Schools

ESC769 Latinos in U.S. Schools: Or another course in cultural perspectives selected in consultation with the adviser.

**Methods, Materials, and Evaluation**

Complete ALL of the following Courses:

- ESC777 - Teaching English as a Second Language (Pre-K to Grade 6)
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas

**Practicum**

Complete ALL of the following Courses:

- ESC797 - Teaching Internship in TESOL
- ESC611 - Teaching Internship Seminar in Secondary Education

**Master’s Project**

Complete ALL of the following Courses:

- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

ESC708 Proj Sem Spec Areas: Culminates in an approved curriculum project.

---

**Additional Comments:**

**Major Requirements - Curriculum: Sequence 2 (39-42 credits)**

**Type**

Completion Requirement

**Fulfill ALL of the following requirements:**

**Foundations**

Complete ALL of the following Courses:

- ESC501 - Psychological Foundations of Education
- ESC502 - Historical Foundations of Education: A Multicultural Perspective
- ESC506 - Special Needs Education in TESOL and Secondary Settings

**Language Education**

Complete ALL of the following Courses:

- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC725 - Teaching English Grammar
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC760 - Second-Language Learning and Teaching

**Cultural Perspectives**

Complete ALL of the following Courses:

- ESC769 - Latinos in United States Schools

ESC769 Latinos in U.S. Schools: Or another course in cultural perspectives selected in consultation with the adviser.
### Cultural Perspectives

Complete ALL of the following Courses:
- ESC769 - Latinos in United States 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:
- ESC727 - Teaching English as a Second Language (Pre-K to Grade 6)
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas

### Practicum

Complete ALL of the following Courses:
- ESC797 - Teaching Internship in TESOL
- ESC609 - Teaching Internship Seminar in TESOL

### Master’s Project

Complete ALL of the following Courses:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas


### 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

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
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<tr>
<td>Foundations</td>
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<tr>
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<tr>
<td>- ESC501 - Psychological Foundations of Education</td>
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</tr>
<tr>
<td>- ESC502 - Historical Foundations of Education: A Multicultural Perspective</td>
<td></td>
</tr>
<tr>
<td>- ESC506 - Special Needs Education in TESOL and Secondary Settings</td>
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<tr>
<td>Language Education</td>
<td></td>
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<tr>
<td>- ESC760 - Second-Language Learning and Teaching</td>
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</tr>
<tr>
<td>Cultural Perspectives</td>
<td></td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
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<tr>
<td>- ESC769 - Latinos in United States Schools</td>
<td></td>
</tr>
<tr>
<td>- ESC 769: Or another course in cultural perspectives selected in consultation with the adviser.</td>
<td></td>
</tr>
</tbody>
</table>

### Master’s Project (3)

Complete ALL of the following Courses:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

### Additional Comments:
- TESOL Electives: 3-6 credits of TESOL electives selected in consultation with the adviser.
### Methods, Materials, and Evaluation

**Complete ALL of the following Courses:**
- ESC727 - Teaching English as a Second Language (Pre-K to Grade 6)
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas

### Practicum

**Fulfill ANY of the following requirements:**

**Complete ALL of the following Courses:**
- ESC797 - Teaching Internship in TESOL
- ESC609 - Teaching Internship Seminar in TESOL

**Complete ALL of the following Courses:**
- ESC798 - Student Teaching Seminar in TESOL
- ESC610 - Student Teaching Seminar in TESOL

### Master’s Project

**Complete ALL of the following Courses:**
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas


### 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).

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### Major Requirements - Curriculum: Sequence 4 (30 credits)

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<tr>
<td><strong>Language Education</strong></td>
<td>(9)</td>
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<td>Complete ALL of the following Courses:</td>
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<tr>
<td><strong>Cultural Perspectives</strong></td>
<td>(3)</td>
</tr>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
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<tr>
<td>- ESC769 - Latinos in United States Schools</td>
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</tr>
</tbody>
</table>

**ESC769 Latinos in U.S. Schools**: Or another course in cultural perspectives selected in consultation with the adviser.

### Methods, Materials, and Evaluation

**Complete ALL of the following Courses:**
- ESC727 - Teaching English as a Second Language (Pre-K to Grade 6)
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas

### Practicum

**Earn at least 3 credits from the following:**
- ESC797 - Teaching Internship in TESOL
  AND ESC609 - Teaching Internship Seminar in TESOL
- ESC798 - Student Teaching Seminar in TESOL
  AND ESC610 - Student Teaching Seminar in TESOL

### Master’s Project

**Complete ALL of the following Courses:**
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas


### 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).
Lehman College

Methods, Materials, and Evaluation

Complete ALL of the following Courses:
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas

TESOL Electives

Earn at least 3 credits
- TESOL Electives: 3-6 credits of TESOL electives selected in consultation with the adviser.

Practicum

Fulfill ANY of the following requirements:
Complete ALL of the following Courses:
- ESC797 - Teaching Internship in TESOL
- ESC609 - Teaching Internship Seminar in TESOL

Complete ALL of the following Courses:
- ESC798 - Student Teaching Seminar in TESOL
- ESC610 - Student Teaching Seminar in TESOL

Master's Project

Complete ALL of the following Courses:
- ESC708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
- ESC 708: Culminates in an approved curriculum project.

Additional Comments:

Masters Requirements - Sequence 4

Type: Completion Requirement

Fulfill ALL of the following requirements:

Language Education

Complete ALL of the following Courses:
- ESC725 - Teaching English Grammar
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC760 - Second-Language Learning and Teaching

Cultural Perspectives

Complete ALL of the following Courses:
- ESC769 - Latinos in United States 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:
- ESC727 - Teaching English as a Second Language (Pre-K to Grade 6)
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas

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.

Additional Comments:
**Complete ALL of the following Courses:**
- ESC798 - Student Teaching Seminar in TESOL
- ESC610 - Student Teaching Seminar in TESOL

**Master's Project**

Complete ALL of the following Courses:
- ESC708 - 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**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
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</table>

**Fulfill ALL of the following requirements:**

**Foundations**

Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings

**Language Education**

Complete ALL of the following Courses:
- ESC757 - Linguistics for TESOL/Bilingual Teachers
- ESC725 - Teaching English Grammar
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC760 - Second-Language Learning and Teaching

**Cultural Perspectives**

Complete ALL of the following Courses:
- ESC769 - Latinos in United States 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:
- ESC727 - Teaching English as a Second Language (Pre-K to Grade 6)
- ESC761 - Teaching English as a New Language, grades 5-12
- ESC766 - Teaching English as a New Language Through the Content Areas

**Practicum**

Complete ALL of the following Courses:
- ESC797 - Teaching Internship in TESOL
- ESC609 - Teaching Internship Seminar in TESOL

**Master’s Project**

Complete ALL of the following Courses:
Lehman College

Courses

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<tr>
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<tbody>
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<td>Academic Career</td>
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<td>Liberal Arts</td>
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<td>Permission Type</td>
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<th>Credits</th>
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<tbody>
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<td>Minimum Units</td>
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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).

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<td>Permission Type</td>
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</table>

Credits

| Minimum Units | Maximum Units |
| 3 | 3 |
Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
506
Course Title
Special Needs Education in TESOL and Secondary Settings
Department(s)
Middle and High School Education
Description
Identification, instruction, and assessment of culturally and
linguistically diverse students with disabilities. Laws and regulations
pertaining to students with disabilities; information on categories of
disability; working with individualized education plans (IEPs); positive
behavioral supports and interventions; individualized and
differentiated instruction; effective co-teaching and collaboration.
Fieldwork required
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
<tbody>
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</table>

Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
507
Course Title
Restorative Practices & Restorative Justice in Middle and High School
Education
Department(s)
Middle and High School Education
Description
Examination and implementation of theories and practices relating to
restorative practices and restorative justice. Topics include positive
prosocial peer relationships and student/adult prosocial relationships
in a classroom/school/community; peaceful resolutions of incidents
of harm and injury within a classroom/school/community; and social
and emotional practices that address children's and youth's
experiences of trauma.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
<thead>
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<th>Maximum Units</th>
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<tbody>
<tr>
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</table>
Lehman College

Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
509
Course Title
Instructional Practices Across the Middle School Curriculum
Department(s)
Middle and High School Education
Description
Principles, approaches, and strategies across the curriculum for teaching middle childhood students, grades 5-6, in accordance with local, State, and national standards. NOTE: May not be taken to fulfill the requirements of ESC 519-562.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</thead>
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<td>3</td>
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</table>

Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
511
Course Title
Explorations and Practices in Academic Discourse Communities in Middle and High School Education
Department(s)
Middle and High School Education
Description
Study of academic discourse communities, namely the arts, natural and social sciences, humanities, and education. Special emphasis on reading and writing across academic disciplines; quantitative and qualitative analyses; interpretation of academic content and applications in educational settings.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

<table>
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<th>Minimum Units</th>
<th>Maximum Units</th>
</tr>
</thead>
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<tr>
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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 519
Course Title
Teaching Science in Middle and High School
Department(s)
Middle and High School Education
Description
Research and practice in the teaching of science and the teaching and acquisition of language and literacies through science content at the secondary school level. A focus on inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and development of science literacy with an emphasis on the teacher-as-learner. Includes field experience.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 520
Course Title
Teaching Business Subjects in Middle and High School
Department(s)
Middle and High School Education
Description
Methods and materials for teaching business subjects at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; uses of technology; problem solving; assessment; inclusion of special populations; and literacy development in business subjects. Includes field experience. A research paper or curriculum project is required. Limited to master's level students seeking initial certification.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units Maximum Units
3 3
### Teaching English in Middle and High School

**Course Title:** Teaching English in Middle and High School  
**Department(s):** Middle and High School Education  
**Description:** Limited to master's-level students seeking Initial Certification. Methods, materials, and assessment for teaching English at the middle and high school levels. Developing academic literacy through English language arts and literature. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience. Students cannot receive credit for both ESC 422 and ESC 522. PREREQ: ESC 501 or the equivalent course in psychological foundations of education; a 3.0 GPA overall; and Departmental permission.  
**Academic Career:** Graduate  
**Permission Type:** No  
**Department Consent Required:** Yes

#### Credits

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</table>

### Teaching Foreign Language in Middle and High School

**Course Title:** Teaching Foreign Language in Middle and High School  
**Department(s):** Middle and High School Education  
**Description:** Limited to master's-level students seeking Initial Certification. Methods, materials, and assessment for teaching foreign languages at the middle and high school levels. Developing communicative competence, academic literacy through the four skills, and cross-cultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience. Students cannot receive credit for both ESC 424 and ESC 524. PREREQ: ESC 501 or the equivalent course in psychological foundations of education; a 3.0 GPA overall; and Departmental permission.  
**Academic Career:** Graduate  
**Permission Type:** No  
**Department Consent Required:** Yes

#### Credits

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Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
529
Course Title
Language and Literacies Acquisition in Middle & HS Education
Department(s)
Middle and High School Education
Description
The teaching and acquisition of language and literacies through middle and high school content areas, including media literacy, with students of diverse linguistic backgrounds and language abilities. Curriculum development; current standards; inclusion of students with disabilities; and assessment.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required
Credits
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Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
532
Course Title
Teaching Mathematics in Middle and High School
Department(s)
Middle and High School Education
Description
Methods and materials for teaching mathematics at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; use of technology; problem solving; assessment; inclusion of special populations; and literacy development in mathematics. Includes field experience. A research paper or curriculum project is required. Limited to master's-level students seeking Initial Certification. Students cannot receive credit for both ESC 432 and ESC 532. PREREQ: ESC 501 or the equivalent course in psychological foundations of education; 3.0 GPA overall; and Departmental permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required
Credits
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</table>
Teaching World History in Middle and High School

Course Title
Teaching World History in Middle and High School

Department(s)
Middle and High School Education

Description
Theory and practice of curriculum, lesson planning, and national and State standards in middle and high school world history and geography courses. Uses of technology and relevant reviews of software, teaching strategies, assessments, and inclusion of special student populations. Includes supervised fieldwork in middle and high school.

PRE- or COREQS: ESC 501 (or equivalent) and/or ESC 502 (or equivalent), 3.0 GPA, and submission of scores on the CST.

Academic Career
Graduate

Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 536
Course Title Teaching Technology Subjects in Middle and High School
Department(s) Middle and High School Education
Description Methods and materials for teaching technology subjects at the middle and high school levels. Curriculum development; current standards; lesson planning; instructional strategies; uses of technology; problem solving; assessment; inclusion of special populations; and literacy development in technology subjects. Includes field experience. A research paper or curriculum project is required. Limited to master's-level students seeking Initial Certification.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 537
Course Title Principles of Computer Science Education I
Department(s) Middle and High School Education
Description Introduction of teaching methodologies (including micro teaching), curriculum design, assessment and research issues in computer science education. Examination of current best practices in computer science pedagogy.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 538
Course Title Principles of Computer Science Education II
Department(s) Middle and High School Education
Description Consideration of teaching approaches to human computer interaction, problem solving, web design, programming, data analysis, and robotics in secondary education settings. Includes best practices in teaching ways to analyze and translate creative solutions and artifacts in a project-based learning environment.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 539
Course Title Principles of Project Design and Assessment in Computer Science Education
Department(s) Middle and High School Education
Description Examination of assessments for performance tasks associated with computational thinking in secondary classrooms and for instructional material that requires an iterative process similar to the methods computer scientists and engineers use to bring ideas to life in a project-based environment.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units Maximum Units
3 3
## Overview

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
540

**Course Title**
Teaching ELA and Social Studies to Diverse Students in Secondary Schools

**Department(s)**
Middle and High School Education

**Description**
An interdisciplinary approach to developing academic literacy through English language arts and literature combined with the theory and practice of social studies and effective citizenship. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse linguistic and cultural backgrounds and students with disabilities. Includes field experience in middle and high school.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

### Credits

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## Credits

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
541

**Course Title**
Teaching Math and Science to Diverse Students in Middle and High School

**Department(s)**
Middle and High School Education

**Description**
An interdisciplinary approach to the methods and materials of teaching mathematics combined with the theory and practice of teaching science. Curriculum development; use of relevant technology; current standards; instructional strategies; inclusion of students from diverse linguistic and cultural backgrounds and students with disabilities. Includes field experience in middle and high school.

**Academic Career**
Graduate

**Liberal Arts**
Yes

**Permission Type**
No Special Consent Required

### Credits

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</table>
Teaching Language Arts in Languages Other than English
Department(s)
Middle and High School Education
Description
Limited to master's-level students seeking Initial Certification.
Methods, materials, and assessment for developing literacy through language arts and literature in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 595
Course Title Internship in Classroom Teaching
Department(s) Middle and High School Education
Description (May be re-elected once, with advisor's permission). Designed for graduate students who teach full-time, the course provides on-site supervisory visits. Assigned in-school activities are required. PREREQ: An average grade of B or better in the Content Area Teaching Methods course(s); an overall index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 1
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 596
Course Title Student Teaching in the Middle and High School Grades
Department(s) Middle and High School Education
Description Student teaching in the middle and high school grades with on-site supervisory visits. Assigned in-school activities are required. PREREQ: An average grade of B or better in the Content Area Teaching Methods course(s); an overall GPA index of at least 3.0; Departmental permission; and approval from the Professional Development Coordinator.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 597
Course Title Student Teaching in Inclusive Secondary Classrooms
Department(s) Middle and High School Education
Description Supervised student teaching in middle and high school of culturally and linguistically diverse adolescents with disabilities in collaborative and/or specialized secondary educational settings.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 609
Course Title Teaching Internship Seminar in TESOL
Department(s) Middle and High School Education
Description Analysis of problems or practices in teaching ESOL P-12 teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 1
Maximum Units 1
Overview
Academic Institution: Lehman College
LEH01
Subject area: ESC
Catalog Number: 610
Course Title: Student Teaching Seminar in TESOL
Department(s): Middle and High School Education
Description:
Analysis of problems or practices in teaching ESOL P-12 student teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
PREREQ: Departmental permission.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

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Overview
Academic Institution: Lehman College
LEH01
Subject area: ESC
Catalog Number: 611
Course Title: Teaching Internship Seminar in Secondary Education
Department(s): Middle and High School Education
Description:
Analysis of problems or practices in secondary school teaching. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course.
PREREQ: Departmental permission.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
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</table>
Seminar in Secondary and TESOL Student Teaching

Middle and High School Education

Description
Analysis of problems or practices in secondary school teaching with an emphasis on the teaching and acquisition of language and literacies. Weekly seminar and assigned in-school activities required. Required state teacher certification assessments supported through the course. PREREQ: Departmental permission.

Credits
Minimum Units: 3
Maximum Units: 3

Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Middle and High School Education

Description
Seminar supporting the student teaching of culturally and linguistically diverse adolescents with disabilities in inclusive and/or specialized educational settings with an emphasis on the teaching and acquisition of language and literacies. Required state certification student teaching assessments. Development of a culminating curriculum project in candidates' field that includes reflection and analysis of the student teaching experience; contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice.

Credits
Minimum Units: 3
Maximum Units: 3
Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 700
Course Title Psychology in Education, Group Dynamics
Department(s) Middle and High School Education
Description A laboratory course using here-and-now experiences in studying interpersonal perceptions, communication networks, group decision-making patterns, leadership, and structure. Development of skills in diagnosing and improving group functioning.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
 Minimum Units 3
 Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 701
Course Title Advanced Educational Psychology
Department(s) Middle and High School Education
Description Current psychological theory and research related to learning.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
 Minimum Units 3
 Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 702
Course Title Foundations of Education
Department(s) Middle and High School Education
Description Studies of critical periods and movements in American education history, with emphasis on social, political, and intellectual developments and the role of leading education theorists as agents of change in education.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
 Minimum Units 3
 Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 703
Course Title School and Community
Department(s) Middle and High School Education
Description Analysis of the environmental influences on learning, with special emphasis on education as a social process and social institution in an urban setting. A minimum of 10 hours’ community field experience is required.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
 Minimum Units 3
 Maximum Units 3
Overview
Academic Institution: Lehman College
LEH01
Subject area: ESC
Catalog Number: 704
Course Title: Psychological Foundations of Adult Education, Advanced Educational Psychology
Department(s): Middle and High School Education
Description: A study of the psychology, special needs, and developmental tasks of adulthood; applications to the teaching of students in continuing and adult education programs.
Academic Career: Graduate
Liberal Arts: No
Permission Type: No Special Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution: Lehman College
LEH01
Subject area: ESC
Catalog Number: 705
Course Title: Methods of Educational Research
Department(s): Middle and High School Education
Description: Study of the methods, techniques, and strategies of research. Emphasis on educational research as a unique and necessary discipline and as a tool for solving educational problems. Development of a research proposal on a significant problem in candidates' field.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution: Lehman College
LEH01
Subject area: ESC
Catalog Number: 706
Course Title: Project Seminar I
Department(s): Middle and High School Education
Description: Discussion of methods of measurement and evaluation of teaching and learning. Development of the content and structure of the research project.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 1
Maximum Units: 1

Overview
Academic Institution: Lehman College
LEH01
Subject area: ESC
Catalog Number: 707
Course Title: Project Seminar II
Department(s): Middle and High School Education
Description: Completion of the research project (begun in ESC 705) related to teaching in the candidate's field.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 2
Maximum Units: 2
Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
708
Course Title
Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas
Department(s)
Middle and High School Education
Description
Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice.
PREREQ: Departmental permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
709
Course Title
Methods in Adolescent Classroom Management
Department(s)
Middle and High School Education
Description
Organizing and managing secondary classrooms; theoretical study, simulation, and application of theory to problems. Fieldwork hours required.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
1
3

Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
710
Course Title
Education Workshop for Secondary School Teachers
Department(s)
Middle and High School Education
Description
A workshop course designed to aid teachers in dealing with the situations and problems arising in their actual school experience. The activities of the course will vary with the demonstrated needs of the students.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
711
Course Title
Perspectives on Middle School Education
Department(s)
Middle and High School Education
Description
Overview of issues related to school environment in middle childhood education, grades 5-6. Characteristics of middle school students, school organization, and curriculum. Study of experimental programs and current research.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
Maximum Units
3
3
### Overview

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
712

**Course Title**
Human Rights Education

**Department(s)**
Middle and High School Education

**Description**
Introduction to human rights education as a field of scholarship and educational practice. Examination of debates and key ideas that underpin the field of human rights, specifically as they apply to the conceptualization and practice of human rights education.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
713

**Course Title**
Restorative Practices & Restorative Justice

**Department(s)**
Middle and High School Education

**Description**
Knowledge and skills needed to create safe and healthy communities and implement restorative justice in schools, community organizations, business and government agencies.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
714

**Course Title**
Teaching Art in Middle and High School

**Department(s)**
Middle and High School Education

**Description**
Exploration of materials, processes, and techniques appropriate for teaching art for middle and high school students. Students design art experiences that incorporate expression, response, art history, and culture. Includes field experience.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
715

**Course Title**
Restorative Practices/Restorative Justice: Professional Development

**Department(s)**
Middle and High School Education

**Description**
Knowledge, skills, and abilities needed to design, implement and assess a restorative practices/restorative justice (RP/RJ) professional development program in schools and community organizations.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 716
Course Title
Restorative Practices Restorative Justice: Inquiry-Based Research
Department(s)
Middle and High School Education
Description
Knowledge, skills, and abilities needed to assess short- and long-term impact and effective of restorative practices and restorative justice (RP/RJ) prevention and intervention programs.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 717
Course Title
Nonviolent Resolution of Conflict
Department(s)
Middle and High School Education
Description
Theoretical knowledge and educational practice needed to incorporate conflict resolution principles and practices of nonviolent resolution of conflict into diverse educational K-12 settings and neighborhoods and in collaboration with community organizations and government agencies.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 718
Course Title
Transformative Justice
Department(s)
Middle and High School Education
Description
Theoretical knowledge and educational practice needed to incorporate principles and practices of transformative justice (addressing structural racism, misogyny, sexual preference and other forms of oppression) in diverse educational K-12 settings and neighborhoods and in collaboration with community organizations and government agencies.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 720
Course Title
Reading and Reading Materials for Adolescents
Department(s)
Middle and High School Education
Description
Remedial and developmental methods of reading instruction for teachers and reading specialists. Selecting, developing, and using appropriate materials.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 721
Course Title
Literature for Middle and High School Students
Department(s) Middle and High School Education
Description
An exploration of literature—both classical and contemporary—relevant to middle and high school settings. The role of such literature in the secondary-school curriculum, with particular attention to literary response and its assessment. Review and analysis of selected related research.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 722
Course Title
Teaching Communication Skills in the Content Areas
Department(s) Middle and High School Education
Description
An examination of the techniques, strategies, and procedures for developing in students the ability to improve their skills in writing, speaking, and listening in the content areas. Review and analysis of selected research and instruction in a variety of pedagogic techniques.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 723
Course Title
Teaching Reading in the Content Areas
Department(s) Middle and High School Education
Description
An examination of programs, strategies, and procedures for developing in students the ability to read books, articles, and other study materials in the content areas. Review and analysis of selected research related to content area reading.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 724
Course Title
Methods of Teaching Writing in Middle and High School
Department(s) Middle and High School Education
Description
Consideration of methods of teaching composition in the middle and high school English classroom, with attention to the linguistic, cognitive, and rhetorical theories that generate current practices in writing instruction. Review and analysis of selected research.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
ESC
Course Title
Teaching English Grammar
Department(s)
Middle and High School Education
Description
Study of techniques and procedures for developing in students the ability to analyze the English language and to use standard written English. Consideration of linguistic analysis in the light of current school texts and practices. Includes field experience.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
ESC
Course Title
Teaching English as a Second Language (Pre-K to Grade 6)
Department(s)
Middle and High School Education
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. Includes field experience. PREREQ: Permission of TESOL adviser.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 730
Course Title Methods of Teaching English in Middle and High School: Selected Topics
Department(s) Middle and High School Education
Description (May be reelected for credit, with adviser's permission, with change of topic, to a maximum of 6 credits.) Strategies and materials for teaching English in middle and high schools with change of topic permitting intensive study of the components of the English curriculum and the research related to them.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 733
Course Title Teaching Music in the Middle Schools
Department(s) Middle and High School Education
Description Knowledge, skills, and abilities needed to teach music in middle schools in diverse neighborhoods and the role of national, State, and City standards in the assessments of student achievement. Includes supervised fieldwork in middle schools in a variety of socioeconomic areas.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 735
Course Title Curriculum, Research and Current Issues in Art Education
Department(s) Middle and High School Education
Description Contemporary issues and approaches to art education. Research project relates student's art production, curriculum development, and philosophical approach to art education and children's artwork.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 740
Course Title Teaching Mathematics in Grades 7-10
Department(s) Middle and High School Education
Description Methods and materials for teaching mathematical concepts and skills in the contemporary intermediate grades that bridge middle- and high-school instruction; models of instruction; analysis of students errors and misconceptions; strategies for teaching selected topics; problem solving; alternative assessments and technology in mathematics instruction; non-published classroom inquiry projects. Includes field experience (25 hours). PREREQ Calculus I and II.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 741
Course Title Current Issues in Mathematics Education
Department(s) Middle and High School Education
Description Implications of current reform efforts pertaining to the teaching of mathematics, analysis of new curriculum projects and testing programs in the secondary school; use of materials and technological aids or instruction.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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</table>
Teaching Problem Solving in Mathematics in Middle and High School

Description
Introduction and application of heuristic techniques to facilitate mathematical problem solving in Grades 7-12; use of technology as a problem solving tool; assessment. Problems will be analyzed on both teacher and pupil levels. (Includes 25 hours fieldwork in grades 10, 11, and 12 for those with 5-9 certification seeking 7-12 certification).

PREREQ: Calculus I and II.

Credits
Minimum Units: 3
Maximum Units: 3

Teaching Mathematics in Grades 11 and 12

Description
Methods and materials for teaching mathematical concepts (e.g., real number system, functions, mathematical induction, sequences and series, analytic geometry, transformations, probability, topics in calculus) in the upper grades of high school; problem solving mathematical modeling; uses of technology (e.g., graphing calculators and computer software) including related social, legal and ethical issues. (Includes 25 hours fieldwork in grades 10, 11, and 12 for those with 5-9 certification seeking 7-12 certification).

PREREQ: Calculus I and II.

Credits
Minimum Units: 3
Maximum Units: 3
Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 750
Course Title Theory and Practice in the Social Sciences
Department(s) Middle and High School Education
Description Designed to acquaint the graduate student of Social Studies Education with advanced concepts and methodology of the social sciences and the manners in which these can be taught to high school students.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 755
Course Title Teaching the Historical Development of Science
Department(s) Middle and High School Education
Description Teaching the historical development of science from an interdisciplinary perspective. Critical analysis of different views of scientific knowledge and their implications for the classroom.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 757
Course Title Linguistics for TESOL/Bilingual Teachers
Department(s) Middle and High School Education
Description The study of language, including phonetics/phonology, morphology, syntax, semantics, pragmatics, and sociolinguistics, applied to the teaching of language and content to linguistically and culturally diverse students. Includes field experience.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 759
Course Title Foundations of Bilingual/Bicultural Education
Department(s) Middle and High School Education
Description Bilingual/bicultural education, including history, goals, models, rationale, legal and legislative basis, linguistic principles, and language evaluation. Current issues and research findings in bilingual/bicultural education will be studied. Includes field experience. Prerequisite: Permission of the adviser.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
**Overview**

Academic Institution
LEH01
Subject area
ESC
Catalog Number
760
Course Title
Second-Language Learning and Teaching
Department(s)
Middle and High School Education
Description
The psychological principles of second-language learning with their application to teaching. Similarities and differences between first- and second-language learning and teaching.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

**Credits**

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**Overview**

Academic Institution
LEH01
Subject area
ESC
Catalog Number
761
Course Title
Teaching English as a New Language, grades 5-12
Department(s)
Middle and High School Education
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. Includes field experience.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
762

**Course Title**
Methods of Teaching Foreign Languages in Secondary Schools

**Department(s)**
Middle and High School Education

**Description**
(May be re-elected for credit, with adviser's permission, with change of topic, to a maximum of 6 credits.) Selected topics reflecting current practices in language education. PREREQ: Provisional certification or permission of the Department chair.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

#### Credits

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### Overview

**Academic Institution**
LEH01

**Subject area**
ESC

**Catalog Number**
763

**Course Title**
Teaching Secondary Bilingual Language Arts and Content Literacy

**Department(s)**
Middle and High School Education

**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. PREREQ: ESC 759 (or an equivalent).

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

#### Credits

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Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
764
Course Title
Workshop in Modern Materials and Methods of Foreign Language Teaching I and II (Secondary Schools)
Department(s)
Middle and High School Education
Description
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required
Credits
Minimum Units
Maximum Units
3
3

Overview
Academic Institution
LEH01
Subject area
ESC
Catalog Number
765
Course Title
Workshop in Modern Materials and Methods of Foreign Language Teaching I and II (Secondary Schools)
Department(s)
Middle and High School Education
Description
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required
Credits
Minimum Units
Maximum Units
3
3
Teaching English as a New Language Through the Content Areas

Course Title
Teaching English as a New Language Through the Content Areas

Department(s)
Middle and High School Education

Description
Methods, materials, and assessment for teaching content literacy (e.g., language arts, mathematics, science, social studies) to English learners/bilingual learners. Application of second language acquisition principles; curriculum development; relevant technology; current standards; instructional strategies; inclusion of students with disabilities. Includes field experience.

Academic Career
Graduate

Liberal Arts
No

Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 770
Course Title
Methods of Teaching Science in Secondary Schools: Selected Topics
Department(s)
Middle and High School Education
Description
(May be reenrolled for credit, with adviser's permission, with change of
topic, to a maximum of 6 credits.) Strategies for teaching a single
science and interdisciplinary science topics at the secondary and
postsecondary levels. Emphasis on research related to improving the
teaching and learning of science and on techniques and materials that
meet the needs of contemporary students.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
1 3

Overview
Academic Institution
LEH01
Subject area Catalog Number
ESC 771
Course Title
Integrating Mathematics, Science and Technology in Middle School
Teaching and Learning
Department(s)
Middle and High School Education
Description
Identification and examination of key concepts and issues in the
teaching of mathematics and science to high-need culturally and
linguistically diverse middle school students. Modeling and design of
effective instructional strategies that incorporate mathematics and
science concepts with supporting technological applications.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
3 3
Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 772
Course Title Evaluation and Assessment of Student Learning
Department(s) Middle and High School Education
Description Systematic introductory course for graduate students. The fundamentals of evaluation and assessment of student learning in middle and high schools, including: writing objective test items, methods of evaluating and assessing student learning, up-to-date instruments for evaluating and assessing aptitude and achievement in the active, inquiry-based, cooperative classroom, and alternative assessment techniques, including use of portfolio assessment and rubrics.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 775
Course Title Problems of Secondary Education in Metropolitan Areas
Department(s) Middle and High School Education
Description Social structures of urban life and their impact on the problems and future forms of the urban secondary school. Critical examination from a variety of viewpoints of major issues in curriculum, methods, pupil achievement, and organization of the secondary school, arising from urbanization.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits

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Lehman College
## Multiethnic and Multicultural Education

**Course Title:** Multiethnic and Multicultural Education  
**Department(s):** Middle and High School 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.

**Academic Career:** Graduate  
**Permission Type:** No Special Consent Required

### Credits

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## Philosophy of Education

**Course Title:** Philosophy of Education  
**Department(s):** Middle and High School Education  
**Description:** Examination of alternative standards of judgment presented in the philosophies of experimentalism, realism, idealism, and existentialism, and in philosophic analysis. Central consideration given to the problems of educational goals and curriculum posed by conflicting philosophies of education.

**Academic Career:** Graduate  
**Permission Type:** No Special Consent Required

### Credits

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## History of the American School

**Course Title:** History of the American School  
**Department(s):** Middle and High School Education  
**Description:** Public education from the colonial period to the present, with particular emphasis on the interrelationships between education and culture, political, and economic developments.

**Academic Career:** Graduate  
**Permission Type:** No Special Consent Required

### Credits

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## European Backgrounds of American Education

**Course Title:** European Backgrounds of American Education  
**Department(s):** Middle and High School Education  
**Description:** Cultural and institutional origin of American elementary, secondary, and higher education. Educational interchange between the United States and Europe in the nineteenth and twentieth centuries.

**Academic Career:** Graduate  
**Permission Type:** No Special Consent Required

### Credits

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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 780
Course Title Comparative Education
Department(s) Middle and High School Education
Description Comparative study of school organization, curricular practices, and contemporary educational problems in selected foreign countries. Special attention will be given to the study of issues that have cross-cultural dimensions
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 781
Course Title Advanced Studies in Comparative and International Education
Department(s) Middle and High School Education
Description Intensive and specialized studies in selected systems of education, using appropriate methodologies in comparative education. Review and evaluation of the work of bilateral and international technical assistance for educational development.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 782
Course Title Methods of Teaching Business and Technology Education. Selected Topics
Department(s) Middle and High School Education
Description (May be re-elected for credit, with adviser's permission, with change of topic, to a maximum of 6 credits.) Strategies for teaching courses or special topics in business and technology education in adolescence and adult learning settings. Emphasis on research related to improvement of instruction in business and technology education areas and techniques and materials that meet the needs of contemporary students.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 788
Course Title Curriculum Theory and Design
Department(s) Middle and High School Education
Description Study and analysis of curriculum theories, processes, and trends in middle and high school education. Focus on various philosophical positions as they influence curriculum development in middle and high schools and other educational settings. A curriculum project is required.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 789
Course Title Independent Study in Curriculum Development
Department(s) Middle and High School Education
Description (May be re-elected for credit, with chair's permission, with change of topic.) This course offers an opportunity for middle and high school teachers and curriculum specialists, under the guidance of a faculty member, to carry out an individual project in developing instructional materials adapted to specific groups.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 1
Maximum Units: 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 790
Course Title Workshop in Curriculum Materials Development in Specialized Areas
Department(s) Middle and High School Education
Description (May be re-elected for credit, with chair's permission, with change of topics.) A workshop for teachers and curriculum specialists interested in developing instructional materials for topics in specialized areas. Field hours may be required.
Prerequisite: Permission from the Department.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 1
Maximum Units: 3

Overview
Academic Institution
LEH01
Subject area ESC
Catalog Number 797
Course Title Teaching Internship in TESOL
Department(s) Middle and High School Education
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 CST scores; and permission from the Professional Development Coordinator. COREQ: ESC 609.
Academic Career: Graduate
Liberal Arts: No
Permission Type: Department Consent Required

Credits
Minimum Units: 2
Maximum Units: 2
Welcome to the Department of Music, Multimedia, Theatre, and Dance!

We are excited to begin the academic year with new programs, and renewed energy to make Lehman’s performing arts programs a destination for student creativity even in the midst of a pandemic.

Our undergraduate programs put students in the spotlight. Whether you are a musician, dancer, or actor, we have performance opportunities for you from choral singing, jazz bands, urban and improvisational dance, to contemporary drama. And you don’t have to be a major to perform with us! Our programs prepare the next generation of teachers, composers, playwrights, directors, and arts managers. Our multimedia programs engage the latest in digital audio and video technology with access to one of the finest recording studios in New York City.

Courses in Entrepreneurship, Performing Arts Management, Music Therapy, Stagecraft, along with Professional Internships and Practicum provide professional experience and insight to start your career in the performing arts.

The combined Master’s Degree in Applied Music and Music Teaching offers students who have already earned a bachelor’s degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching competency. The Advanced Certificate in Applied Music and Music Teaching offers students with a Ph.D., Ed.D, D.M.A., or in certain cases***, a Master’s degree in Music, a pathway to fulfill the required courses for music certification in New York Public School system. The programs are designed to prepare students to apply for K-12 certification in New York State. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will be eligible to receive Initial Certification to teach music in New York State in grades K-12.

On behalf of all the performing arts faculty, I invite you to join us this year. Attend a performance, audition for an ensemble and/or a production, take a class. Whether you are an undergraduate or graduate student, or a community member we look forward to welcoming you!

Diana M. Battipaglia, D.M.A
Professor and Chair

Programs

Overview
Institution Code
LEH01
Official Name of Program
Lehman College

Overview
Institution Code
LEH01
Official Name of Program
Lehman College
### Advanced Certificate Requirements - Admission Requirements

**Type**
- Prerequisite

**Prerequisite**
- Have earned a Ph.D, Ed.D, D.M.A, or Master’s in Music*** degree from an accredited institution. ***Masters degree in Music is considered if the prerequisite courses have been successfully completed, including: Music History, Ethnomusicology, Advanced Theory, Performance Practice or Conducting.

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

**Additional Comments:**
- All application requirements for Graduate Admission.

### Advanced Certificate Requirements - Applied Music and Music Teaching

**Type**
- Completion Requirement

**Completion Requirement**
- Earn at least 24 credits
  - This certification requires 24-27 credits, including 3 credits in Music, 21 credits in Pedagogy, and either 3 or 6 credits for Practicum.

**Additional Comments:**
- Earn at least 18 credits from the following:
  - MSP722 - Vocal Pedagogy
  - MSP723 - Secondary Instrument Laboratory Ensemble I
  - MSP724 - Secondary Instrument Laboratory-Ensemble II

### Master's Requirements - Admission Requirements

**Type**
- Prerequisite

**Prerequisite**
- **Academic Achievements**
  - Have earned a bachelor’s degree in music from an accredited institution.
  - Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.

- **Audition**
  - Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Music, Multimedia, Theatre, and Dance Department at 718-960-8247.

- **Earn at least 12 credits**
  - Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.

- **Conditional Admittance**
  - If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.

- **Examination**
  - Demonstrate, by examination, proficiency in music theory, history, and musicianship.

**Additional Comments:**
- Earn a minimum GPA of 3.0
  - To graduate, students must complete all degree requirements, including educational core courses, with an overall GPA of 3.0 or better. Students must complete any additional requirements, including pedagogical, content-area, and/or distribution courses, with the same 3.0+ GPA.

**Certification**
Lehman College

- ESC501 - Psychological Foundations of Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings
- OR ESC701 - Advanced Educational Psychology
- ESC529 - Language and Literacies Acquisition in Middle 6 HS Education
- ESC733 - Teaching Music in the Middle Schools
- ESC785 - Methods of Teaching Music in the Secondary School and Adult Education
- EDE750 - Advanced Methods of Teaching Music in the Elementary School

EDS701 Undst Indiv W/ Disab: Or the equivalent.

III. Practicum (3 or 6):

Fulfill ANY of the following requirements:

Students who are already working as music teachers of record will take:

Complete ALL of the following Courses:
- ESC595 - Internship in Classroom Teaching
- ESC611 - Teaching Internship Seminar in Secondary Education

Students who are not already working as music teachers of record will take:

Complete ALL of the following Courses:
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Additional Comments:

- The N.Y.S. Department of Education provides guidelines for required undergraduate coursework.
- As of 2014, there are four required New York State Teaching Certification Exams (NYSTCE) and three workshops.

Earn at least 39 credits

Additional Comments:

Master's Requirements - Music Content

Type Completion Requirement

Fulfill ALL of the following requirements:

Music Theory

Earn at least 3 credits from the following:
- MST710 - Advanced Musical Analysis
- MST750 - Special Topics in Music Theory

Performance Studies

Earn at least 3 credits from the following:
- MSH700 - Performance Practice from the Baroque to the Present
- MSP750 - Conducting and Creative Ensemble Techniques

Musicology / Ethnomusicology

Earn at least 6 credits from the following:
- MSH750 - Teaching and Creatively Experiencing Music History
- MSH751 - Topics in Ethnomusicology
- OR MSH752 - World Music Pedagogy

Music Pedagogy

Earn at least 3 credits from the following:
- MSP722 - Vocal Pedagogy
- MSP723 - Secondary Instrument Laboratory Ensemble I
- MSP724 - Secondary Instrument Laboratory-Ensemble II

Electives

Earn at least 3 credits from the following:
- MSH701 - Community Music and Arts in the Global World
- MSP760 - Piano for Music Teachers
- MST712 - Music, Computers and Multimedia Pedagogy
- MST714 - Advanced Musicianship
- MST730 - Introduction to Music Therapy
- MST731 - Music and the Brain

Additional Comments:

Master's Requirements - Pedagogical Core

Type Completion Requirement

Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings
**Major Requirements - Admission Requirements**

**Type**

Prerequisite

- Have earned a bachelor's degree in music from an accredited institution.
• Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
• Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Music, Multimedia, Theatre, and Dance Department at 718-960-8247.
• Have taken the following undergraduate courses or their equivalents: at least 12 credits in Music Theory and Musicianship and at least 12 credits in Music History or Ethnomusicology. Undergraduate deficiencies must be made up for no credit toward the M.A.T.
• Demonstrate, by examination, proficiency in music theory, history, and musicianship.
• If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.
• Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing. 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.

Additional Comments:

Major Requirements - Overall

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<tr>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td></td>
<td>Earn at least 39 credits</td>
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<td>The program requires a minimum of 39 or 42 credits, including 18 credits in Music, 18 credits in Pedagogy, and either 3 or 6 credits for Practicum.</td>
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Additional Comments:

Major Requirements - Required Courses

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<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td></td>
<td>Fulfill ALL of the following requirements:</td>
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1. Music Content (18)

   Fulfill ALL of the following requirements:

   3 credits in Music Theory:

   Complete ALL of the following Courses:
   - MST710 - Advanced Musical Analysis
   - MST750 - Special Topics in Music Theory

   3 credits in Performance Studies:

   Complete ALL of the following Courses:
   - MSH700 - Performance Practice from the Baroque to the Present
   - MSP750 - Conducting and Creative Ensemble Techniques

   6 credits in Musicology / Ethnomusicology:
Complete ALL of the following Courses:
- MSH750 - Teaching and Creatively Experiencing Music History
- MSH751 - Topics in Ethnomusicology

3 credits in Music Pedagogy:
Complete ALL of the following Courses:
- MSP722 - Vocal Pedagogy
- MSP723 - Secondary Instrument Laboratory Ensemble I
- MSP724 - Secondary Instrument Laboratory-Ensemble II

3 credits in Electives:
Complete ALL of the following Courses:
- MST712 - Music, Computers and Multimedia Pedagogy
- MST730 - Introduction to Music Therapy
- MST731 - Music and the Brain
- MSP760 - Piano for Music Teachers
- MST714 - Advanced Musicianship

II. Pedagogical Core (18)
Complete ALL of the following Courses:
- ESC501 - Psychological Foundations of Education
- ESC506 - Special Needs Education in TESOL and Secondary Settings
  OR EDS701 - Understanding Individuals with Disabilities
- ESC529 - Language and Literacies Acquisition in Middle & HS Education
- ESC733 - Teaching Music in the Middle Schools
- ESC785 - Methods of Teaching Music in the Secondary School and Adult Education
- EDE755 - Advanced Methods of Teaching Music in the Elementary School

EDS701 Undst Indiv W/ Disab: Or the equivalent.

III. Practicum (3 or 6)
Fulfill ANY of the following requirements:
Complete ALL of the following Courses:
- ESC595 - Internship in Classroom Teaching
- ESC611 - Teaching Internship Seminar in Secondary Education

Students who are already working full time as music teachers of record will take the above courses.

Complete ALL of the following Courses:
- ESC596 - Student Teaching in the Middle and High School Grades
- ESC612 - Seminar in Secondary and TESOL Student Teaching

Students who are not already working full time as music teachers of record will take the above courses.

Additional Comments:
Courses

**Overview**

Academic Institution
LEH01
Subject area DNC
Course Title Topics in Dance
Department(s) Music, Multimedia, Theatre and Dance
Description Study of various topics in Dance. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

**Credits**

<table>
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<th>Minimum Units</th>
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Overview

Academic Institution
LEH01
Subject area MSH
Catalog Number 700
Course Title Performance Practice from the Baroque to the Present
Department(s) Music, Multimedia, Theatre and Dance
Description Performance practices of music from 1600 to the present
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</table>
**Overview**
Academic Institution: Lehman College
LEH01
Subject area: MSH
Catalog Number: 701
Course Title: Community Music and Arts in the Global World
Department(s): Music, Multimedia, Theatre and Dance
Description: Community Music is a rich topic of study and engagement for artists. How and why are groups around the world springing up and expressing themselves through the arts? This phenomenon will be examined. Prerequisite: Department permission
Academic Career: Graduate
Liberal Arts: Yes
Permission Type: Department Consent Required

**Credits**
<table>
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<th>Minimum Units</th>
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**Overview**
Academic Institution: Lehman College
LEH01
Subject area: MSH
Catalog Number: 750
Course Title: Teaching and Creatively Experiencing Music History
Department(s): Music, Multimedia, Theatre and Dance
Description: Topics include a review of historical content (traditional music history) with an emphasis on teaching the appreciation of music in today's urban K-12 classroom. Music of social justice, social change, and popular music will be infused into a curriculum that seeks to give teachers the tools necessary to foster a love of music. Exploration of techniques and strategies for promoting an understanding and appreciation of music history in a postmodern society.
Academic Career: Graduate
Liberal Arts: Yes
Permission Type: No Special Consent Required

**Credits**
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<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>
Overview
Academic Institution
LEH01
Subject area: MSH
Catalog Number: 751
Course Title: Topics in Ethnomusicology
Department(s): Music, Multimedia, Theatre and Dance
Description: Advanced studies in ethnomusicology. Topics vary from semester to semester. Musical works and practices from around the world, emphasizing structure, style, and place in originating culture, and perspectives for apprehending diverse musical aesthetics and cultures. Engagement with ethnomusicology's theoretical and methodological foundations and current research methods. May be repeated for up to 6 credits.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area: MSH
Catalog Number: 752
Course Title: World Music Pedagogy
Department(s): Music, Multimedia, Theatre and Dance
Description: A study of world music from the perspective of music educators. A survey of various approaches to teaching a culturally-diverse variety of musical traditions. Prerequisite: Department permission
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area: MSP
Catalog Number: 701
Course Title: College Choir
Department(s): Music, Multimedia, Theatre and Dance
Description: Study and performance of choral repertoire. Development of leadership and assessment skills in preparing a large vocal ensemble. Prerequisite: Audition and departmental permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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</table>
Overview
Academic Institution
LEH01
Subject area
MSP
Catalog Number
702
Course Title
Chamber Choir
Department(s)
Music, Multimedia, Theatre and Dance
Description
Study and performance of chamber choral repertoire. Development of leadership and assessment skills in preparing a small vocal ensemble. PREREQ: Audition and departmental permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
1
Maximum Units
1

Overview
Academic Institution
LEH01
Subject area
MSP
Catalog Number
703
Course Title
Concert Band
Department(s)
Music, Multimedia, Theatre and Dance
Description
Study and performance of concert band repertoire. Development of leadership and assessment skills in preparing a large ensemble. (Maximum 6 credits) PREREQ: Audition and departmental permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
1
Maximum Units
1

Overview
Academic Institution
LEH01
Subject area
MSP
Catalog Number
704
Course Title
Orchestra
Department(s)
Music, Multimedia, Theatre and Dance
Description
Study and performance of orchestral literature. Development of leadership and assessment skills in preparing a large ensemble. (Maximum 6 credits) PREREQ: Audition and departmental permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
1
Maximum Units
1

Overview
Academic Institution
LEH01
Subject area
MSP
Catalog Number
705
Course Title
Chamber Ensemble
Department(s)
Music, Multimedia, Theatre and Dance
Description
Study and performance of small instrumental ensemble music. Development of leadership and assessment skills in preparing a small ensemble. (Maximum 6 credits) PREREQ: Audition and departmental permission.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
1
Maximum Units
1
Overview
Academic Institution
LEH01
Subject area MSP
Catalog Number 706
Course Title Latin Band
Department(s) Music, Multimedia, Theatre and Dance
Description Study and performance of Latin band repertoire and improvisation techniques. Development of leadership and assessment skills in preparing an ensemble. (Maximum 6 credits) PREREQ: Audition and departmental permission.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 1
Maximum Units 1

Overview
Academic Institution
LEH01
Subject area MSP
Catalog Number 707
Course Title Jazz Band
Department(s) Music, Multimedia, Theatre and Dance
Description Study and performance of jazz repertoire, including big-band, bebop, Latin, fusion, and free-jazz, including improvisation and rehearsal techniques. Development of leadership and assessment skills in preparing a large jazz ensemble. (Maximum 6 credits) PREREQ: Audition and departmental permission.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 1
Maximum Units 1

Overview
Academic Institution
LEH01
Subject area MSP
Catalog Number 710
Course Title Performance I
Department(s) Music, Multimedia, Theatre and Dance
Description Intensive private instruction in principal instrument or in voice. Participation in at least one department ensemble as assigned. Public performance required. PREREQ: Audition and departmental permission. COREQ: MSP 700, 701, 702, 703, 704, 706, or 707.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 2
Maximum Units 2

Overview
Academic Institution
LEH01
Subject area MSP
Catalog Number 711
Course Title Performance II
Department(s) Music, Multimedia, Theatre and Dance
Description Continued intensified private instruction in the student's principal instrument or in voice. Participation in at least one department ensemble as assigned. PREREQ: MSP 710 and departmental permission. COREQ: MSP 700, 701, 702, 703, 704, 706, or 707.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 2
Maximum Units 2
**Overview**

**Course Title:** Performance III

**Department:** Music, Multimedia, Theatre and Dance

**Description:**
Continued intensified private instruction in the student's principal instrument or in voice. Participation in at least one department ensemble as assigned. Public performance required. PREREQ: MSP 711 and departmental permission. COREQ: MSP 700, 701, 702, 703, 704, 706, or 707.

**Academic Career:** Graduate

**Liberal Arts:** No

**Permission Type:** Department Consent Required

**Credits**

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**Overview**

**Course Title:** Performance IV Graduation Recital

**Department:** Music, Multimedia, Theatre and Dance

**Description:**
Continued intensified private instruction in the student's principal instrument or in voice toward the preparation of a major solo recital. Participation in at least one department ensemble as assigned. PREREQ: MSP 712 and departmental permission. COREQ: MSP 700, 701, 702, 703, 704, 706, or 707.

**Academic Career:** Graduate

**Liberal Arts:** No

**Permission Type:** Department Consent Required

**Credits**

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**Overview**

**Course Title:** Vocal Pedagogy

**Department:** Music, Multimedia, Theatre and Dance

**Description:**
The pedagogy, pathology of the voice. PREREQ: Departmental permission.

**Academic Career:** Graduate

**Liberal Arts:** No

**Permission Type:** Department Consent Required

**Credits**

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**Overview**

**Course Title:** Secondary Instrument Laboratory Ensemble I

**Department:** Music, Multimedia, Theatre and Dance

**Description:**
Study of secondary instruments in an elementary-level performing ensemble. Development of basic teaching, conducting, and composing skills relating to all standard instruments. All students will be required to conduct and coach as well as perform on secondary instruments.

**Academic Career:** Graduate

**Liberal Arts:** No

**Permission Type:** Department Consent Required

**Credits**

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</table>
## Overview

**Academic Institution**
LEH01

**Subject area**
MSP

**Catalog Number**
724

**Course Title**
Secondary Instrument Laboratory-Ensemble II

**Department(s)**
Music, Multimedia, Theatre and Dance

**Description**
This course will build on skills developed in MSP 723.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
MSP

**Catalog Number**
740

**Course Title**
Career Development for Music Performers

**Department(s)**
Music, Multimedia, Theatre and Dance

**Description**
Career skills for professional music performers, including studio teachers, music entrepreneurs, teaching artists, ensemble directors, and others. Topics may include grant writing, certification preparation, and basic business development. PREREQ: Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
MSP

**Catalog Number**
745

**Course Title**
Advanced Conducting

**Department(s)**
Music, Multimedia, Theatre and Dance

**Description**
Development of baton technique and score reading leading to performance on the podium. **PREREQ:** Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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### Overview

**Academic Institution**
LEH01

**Subject area**
MSP

**Catalog Number**
750

**Course Title**
Conducting and Creative Ensemble Techniques

**Department(s)**
Music, Multimedia, Theatre and Dance

**Description**
This course is designed to provide a philosophical basis and practical introduction to the art and discipline of conducting music. Focus on conducting strategies, rehearsal techniques, and performance programming for instrumental and choral groups encountered in K-12 schooling. Particular emphasis on preparation for musical teaching through score study, development of non-verbal communicative skills and attention to group engagement. **Prerequisite:** Departmental permission.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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</table>
Overview
Academic Institution
LEH01
Subject area
Objective
MSP
Catalog Number
760
Course Title
Piano for Music Teachers
Department(s)
Music, Multimedia, Theatre and Dance
Description
Development and practice of skills in keyboard harmony, transposition, playing by ear, sight-reading, and technique for music educators who design and implement performance programming in schools. (Students may repeat this course to continue study up to 3 additional credits.)
Departmental Permission Required
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
Objective
MSP
Catalog Number
761
Course Title
New Music Literature for Music Educators
Department(s)
Music, Multimedia, Theatre and Dance
Description
Score reading and conducting of newly published instrumental music for school performance.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
Objective
MSP
Catalog Number
762
Course Title
Topics in Instrumental Music Education
Department(s)
Music, Multimedia, Theatre and Dance
Description
Score reading and conducting of newly published instrumental music. Also, performing and analyzing of sample works which are within the preview of public school instrumental ensembles.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
Objective
MSP
Catalog Number
763
Course Title
Topics in Instrumental Music Education
Department(s)
Music, Multimedia, Theatre and Dance
Description
Developing the large and small instrumental ensemble through reading of ensembles from octets through full band. Participants will perform new and selected compositions which would be applicable to teaching instrumental music in the public schools
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3
**Overview**

Academic Institution
LEH01
Subject area MSP
Catalog Number 764
Course Title Topics in Instrumental Music Education
Department(s) Music, Multimedia, Theatre and Dance
Description Assessment of instrumental music selections for Concert Band.
Technical perspectives and methodology related to performance as a
teaching tool in school systems. Participants perform new and
selected compositions applicable to teaching instrumental music in
the public schools.
Academic Career Graduate Liberal Arts
No
Permission Type No Special Consent Required

**Credits**

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**Overview**

Academic Institution
LEH01
Subject area MSP
Catalog Number 765
Course Title Evaluating Assessment Criteria for Technical and Musical Growth
Public School Instrumental Music
Department(s) Music, Multimedia, Theatre and Dance
Description Systematic survey of instructional literature and methodologies
addressing students' musical development through instrumental
lessons and ensemble performance in public school instrumental
programs. Particular attention to the development and assessment of
effective learning goals and objectives.
Academic Career Graduate Liberal Arts
No
Permission Type No Special Consent Required

**Credits**

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</table>
Overview
Academic Institution
LEH01
Subject area MSP
Course Title Public-School Ensemble Programming
Department(s) Music, Multimedia, Theatre and Dance
Description The development, execution, and assessment of public-school instrumental ensembles, particularly concert bands. Topics include program-planning, instructional methodologies, choosing musical literature for performance, individual and ensemble skills, and assessment of student development and program effectiveness. Attention on intra/extramural performance and professional networking
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area MSP
Course Title Assessing Public School Instrumental Music Through Conducting
Department(s) Music, Multimedia, Theatre and Dance
Description Systematic survey of public school instrumental music programs through the topical lens of conducting a concert band. Study of conducting and the teaching of conducting, with attention to technique, instructional methodology, knowledge of classical and new musical literature, and ensemble performance and development.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area MSP
Course Title New Wind Literature for Music Educators
Department(s) Music, Multimedia, Theatre and Dance
Description Survey of new instrumental music programs through the topical lens of suitability, methodology, planning, and assessment of goals in relation to school music programs.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area MSP
Course Title New Jazz Literature for Music Educators
Department(s) Music, Multimedia, Theatre and Dance
Description Score reading, analysis and rehearsal techniques for school performance, as applied to newly published instrumental jazz music.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
<table>
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</table>
Overview
Academic Institution
LEH01
Subject area:
MSP
Catalog Number:
780
Course Title:
Percussion Instrumental Music Education
Department(s):
Music, Multimedia, Theatre and Dance
Description:
Introduction to techniques and rhythms from the Middle East and West Africa, and methods of teaching
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units:
2
Maximum Units:
2

Overview
Academic Institution
LEH01
Subject area:
MSP
Catalog Number:
781
Course Title:
Percussion Instrumental Music Education
Department(s):
Music, Multimedia, Theatre and Dance
Description:
Introduction to playing techniques and rhythmic concepts from the Middle East and India (north and south). Suitable for all music practitioners (percussion specialization not required).
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units:
2
Maximum Units:
2

Overview
Academic Institution
LEH01
Subject area:
MSP
Catalog Number:
782
Course Title:
Percussion Instrumental Music Education
Department(s):
Music, Multimedia, Theatre and Dance
Description:
An introduction to playing techniques and rhythmic concepts from the Middle East and India (north and south). Suitable for all music practitioners (percussion specialization not required).
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units:
2
Maximum Units:
2

Overview
Academic Institution
LEH01
Subject area:
MSP
Catalog Number:
783
Course Title:
Rhythmic Concepts of India and Ghana
Department(s):
Music, Multimedia, Theatre and Dance
Description:
An introduction to playing techniques and rhythmic concepts from two significant non-Western musical traditions: Ewe drumming of West Africa and North Indian classical music, including Ewe drumming techniques; traditional polyrhythmic vocalization. (Suitable for all music practitioners; percussion specialization not required.)
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units:
3
Maximum Units:
3
Intermediate Non-Western Concepts: Rhythms of the Middle East and South India

**Department(s):** Music, Multimedia, Theatre and Dance  
**Description:** An overview of playing techniques and rhythmic concepts from the Middle East and South India, with attention to important cultural and historical contexts. Suitable for all music practitioners; percussion specialization not required. Instruments covered will include dumbo, riq, tar, bendir and kanjira.

**Academic Career:** Graduate  
**Liberal Arts:** No  
**Permission Type:** Department Consent Required

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

**Advanced Musical Analysis**

**Course Title:** Advanced Musical Analysis  
**Department(s):** Music, Multimedia, Theatre and Dance  
**Description:** Advanced analytical study of music from 1600 to the present.PREREQ: Departmental permission

**Academic Career:** Graduate  
**Liberal Arts:** No  
**Permission Type:** Department Consent Required

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tr>
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</table>

**Composition**

**Course Title:** Composition  
**Department(s):** Music, Multimedia, Theatre and Dance  
**Description:** Supervised composition of original scores for both instruments and vocal combinations.PREREQ: Departmental permission

**Academic Career:** Graduate  
**Liberal Arts:** No  
**Permission Type:** Department Consent Required

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</tbody>
</table>
Course Title: Music, Computers and Multimedia Pedagogy

Department(s): Music, Multimedia, Theatre and Dance

Description: Practical study of the use of state-of-the-art digital music and video software in the creation of music and music-based multimedia projects for the classroom, with emphasis on pedagogical considerations for elementary, middle and secondary school applications. Traditional elements of music theory, composition, orchestration and arranging are studied alongside contemporary concepts of digital music and video production. Departmental permission.

Academic Career: Graduate

Liberal Arts: Yes

Permission Type: Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
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<td>3</td>
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</table>
Overview
Academic Institution
LEH01
Subject area  Catalog Number
MST  714
Course Title
Advanced Musicianship
Department(s)
Music, Multimedia, Theatre and Dance
Description
Development of musicianship skills to advance understanding, hearing, and performance of musical styles composed after 1900, including chromatic modes, atonality, dodecaphony, and more. Pre-req: Department Permission
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<td>2</td>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
MST  721
Course Title
Film Scoring Fundamentals
Department(s)
Music, Multimedia, Theatre and Dance
Description
Trends and events in film music history, techniques of film scoring, and the technical process of synchronization between music and picture. Pre-requisite: Department permission
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
MST  730
Course Title
Introduction to Music Therapy
Department(s)
Music, Multimedia, Theatre and Dance
Description
Music as a therapeutic medium to meet communicative, cognitive, emotional, sensory-motor, perceptual-motor, and psychological needs in children, adolescents, and adults. The impact of music on behavior in special education, in rehabilitation programs, and for general health and wellness. Combines lectures with experiential activities.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
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<tr>
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</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
MST  731
Course Title
Music and the Brain
Department(s)
Music, Multimedia, Theatre and Dance
Description
Music cognition, particularly how musical experience is expressed, mediated, and analyzed. Research on music and the brain, from the perspectives of education, health sciences, and music's therapeutic potential.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
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</table>
### Overview

**Academic Institution**
LEH01

**Subject area**
MST

**Course Title**
Special Topics in Music Theory

**Department(s)**
Music, Multimedia, Theatre and Dance

**Description**
Topics vary from semester to semester.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

<table>
<thead>
<tr>
<th>Credits</th>
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<th>Maximum Units</th>
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### Credits

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</table>
Nursing Department

The Department of Nursing offers creative and individualized programs of study to meet academic requirements and career objectives of graduate nursing students.

The Department of Nursing offers graduate programs leading to:
- Doctor of Nursing Practice Degree (DNP) in Family Nurse Practitioner
- Doctor of Nursing Practice Degree (DNP) in Pediatric Nurse Practitioner
- Post-Master's certificate in Family Nurse Practitioner
- Post-Master's certificate in Pediatric Nurse Practitioner
- Master's degree in Family Nurse Practitioner
- Master's degree in Pediatric Nurse Practitioner

The Doctor of Nursing Practice (DNP) degrees were created in response to the American Association of Colleges of Nursing (AACN) call for a transformational change in the education required for professional nurses who will practice at the most advanced level of nursing (AACN's 2004 DNP position statement). These DNP programs, based on the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006), are practice-focused doctoral degree programs designed to prepare experts in specialized advanced nursing practice. It will impact learning outcomes by building upon the generalist foundation acquired through the baccalaureate or advanced generalist master's in nursing. The Post-Master's and Master's of Science degrees prepare nurses for advanced practice with a variety of clients in primary health care settings.

Graduate nursing students attend classes and seminars on Lehman's campus in the Northwest Bronx. They also have access to selected graduate offerings in other units of the City University. Clinical experience is provided in a variety of settings throughout the metropolitan area and lower Westchester. These include hospitals, community health centers, and physician's offices, and other facilities where primary health care is provided.

Programs

Requirements

Program Requirements - Overall

Admission Requirements
- A master's degree in Nursing from an accredited college or university.
- Two (2) letters of recommendation.
- An interview with the director of the graduate program or his/her designee.
- Students must consult with an adviser in the Nursing Program before starting their certificate program. During their first semester, matriculated students are required to plan their program with an adviser. All students must complete the 30-credit curriculum with a cumulative index of 3.0 or better.

Earn at least 30 credits

Additional Comments:

Program Requirements - Core

Type

Bachelor of Science to DNP

1. Baccalaureate degree in Nursing from a CCNE (http://www.ccneaccreditation.org) ACEN, CNEA accredited college or university.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an RN.
4. A minimum Undergraduate grade point average of B (3.2) or better in Nursing and overall BS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the Biostatistics in Healthcare (NUR600 Biostatistics Health Research) course within 5 years of the application date.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant's clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
Fulfill ALL of the following requirements:

**Semester I**
Complete ALL of the following Courses:
- NUR766 - Advanced Pathophysiology
- NUR773 - Advanced Health Assessment

**Semester II**
Complete ALL of the following Courses:
- NUR769 - Family Developmental Theory
- NUR767 - Advanced Pharmacology

**Semester III**
Complete ALL of the following Courses:
- NUR774 - Advanced Family Nursing Practice I

**Semester IV**
Complete ALL of the following Courses:
- NUR775 - Advanced Family Nursing Practice II

**Semester V**
Complete ALL of the following Courses:
- NUR776 - Advanced Family Nursing Practice III

The Curriculum Plan for the 30-credit Post-Master’s Certificate in Family Nurse Practitioner consists of a sequence of seven courses.

Additional Comments:
Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with a master of science degree or post-master’s certificate in Family Nurse Practitioner.

**FNP Program Academic Standing**
- After attempting 9 graduate credits, those whose GPA falls below a 3.0 (earn a grade of B- or less in any NUR course) will not be granted an automatic probation period. Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies.
- A letter of support from the program director or chair must accompany such appeals.

**Post-Master’s to DNP**
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an Advanced Standing Nurse.
4. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the advanced pathophysiology, advanced pharmacology, advanced health assessment, and family development theory courses.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant’s clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

**Family Nurse Practitioner to DNP**
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. Must hold current national certification and state licensure as an Advanced Practice Nurse.
4. At least one year working experience as an Advanced Standing Nurse.
5. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
6. Participation in a face-to-face interview with the graduate admission committee.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant’s clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

Additional Comments:
<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science to DNP</td>
<td>Earn at least 85 credits</td>
</tr>
<tr>
<td>Post-Master's to DNP</td>
<td>Earn at least 69 credits</td>
</tr>
<tr>
<td>Family Nurse Practitioner to DNP</td>
<td>Earn at least 39 credits</td>
</tr>
</tbody>
</table>

**Doctor of Nursing Practice Requirements - Bachelor of Science to DNP Curriculum**

**Type**

**Completion Requirement**

**Prerequisite**

Complete ALL of the following Courses:
- NUR600 - Biostatistics in Health Research

Complete ALL of the following Courses:
- NUR720 - Concepts and Theories for Advanced Nursing Practice
- NUR721 - Essentials of Clinical Research
- NUR723 - Strategies for Advanced Nursing Practice
- NUR726 - Health Planning and Policy Making: Leadership Issues
- NUR766 - Advanced Pathophysiology
- NUR767 - Advanced Pharmacology
- NUR769 - Family Developmental Theory
- NUR773 - Advanced Health Assessment
- NUR774 - Advanced Family Nursing Practice I
- NUR775 - Advanced Family Nursing Practice II
- NUR776 - Advanced Family Nursing Practice III
- NUR800 - Leadership in Complex Health Care Systems
- NUR801 - Evidence Based Practice I: Methods
- NUR802 - Evidence Based Practice II: Implementation and Evaluation
- NUR803 - Theories in Transcultural Nursing and Health
- NUR805 - Epidemiology
- NUR806 - Genomics
- NUR807 - Financial Management and Budget Planning
- NUR808 - Health Policy
- NUR809 - Practicum I: Health Literacy and Primary Care
- NUR810 - Practicum II
- NUR811 - Practicum III

**Doctor of Nursing Practice Requirements - Post-Master's to DNP Curriculum**

**Type**

**Completion Requirement**

Complete ALL of the following Courses:
- NUR766 - Advanced Pathophysiology
- NUR767 - Advanced Pharmacology
- NUR769 - Family Developmental Theory
- NUR773 - Advanced Health Assessment
**NUR773 - Advanced Health Assessment**

**NUR774 - Advanced Family Nursing Practice I**

**NUR775 - Advanced Family Nursing Practice II**

**NUR776 - Advanced Family Nursing Practice III**

**NUR800 - Leadership in Complex Health Care Systems**

**NUR801 - Evidence Based Practice I: Methods**

**NUR802 - Evidence Based Practice II: Implementation and Evaluation**

**NUR803 - Theories in Transcultural Nursing and Health**

**NUR805 - Epidemiology**

**NUR806 - Genomics**

**NUR807 - Financial Management and Budget Planning**

**NUR808 - Health Policy**

**NUR809 - Practicum I: Health Literacy and Primary Care**

**NUR810 - Practicum II**

**NUR811 - Practicum III**

**Doctor of Nursing Practice Requirements - Family Nurse Practitioner to DNP Curriculum**

Type: Completion Requirement

Complete ALL of the following Courses:

- NUR800 - Leadership in Complex Health Care Systems
- NUR801 - Evidence Based Practice I: Methods
- NUR802 - Evidence Based Practice II: Implementation and Evaluation
- NUR803 - Theories in Transcultural Nursing and Health
- NUR805 - Epidemiology
- NUR806 - Genomics
- NUR807 - Financial Management and Budget Planning
- NUR808 - Health Policy
- NUR809 - Practicum I: Health Literacy and Primary Care
- NUR810 - Practicum II
- NUR811 - Practicum III

**Overview**

**Institution Code**

LEH01

**Official Name of Program**

Family Nurse Practitioner

**Plan Code**

FNP-MS

**Career**

Graduate

**Degree Requirements - Master of Science**

Type: Completion Requirement

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education

**Overview**

**Institution Code**

LEH01

**Official Name of Program**

Pediatric Nurse Practitioner

**Plan Code**

NP-ADVCR

**Career**

Graduate

**Degree Designation**

MS - Master of Science

**Requirements**

**Simple Requisites**

- Baccalaureate degree in nursing from ACEN, CNEA or Commission on Collegiate Nursing Education
Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) accredited nursing program.

- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. (It is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.

- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR600 Biostatistics Health Research with a grade of B (3.0) or better during their first semester.

Additional Comments:

**Major Requirements - Overall**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td>Fulfill ALL of the following requirements:</td>
<td></td>
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<tr>
<td>Earn at least 45 credits</td>
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<tr>
<td>Earn a minimum GPA of 3.0</td>
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</table>

**Major Requirements - Core**

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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</thead>
<tbody>
<tr>
<td>Fulfill ALL of the following requirements:</td>
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<tr>
<td>Semester I</td>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td></td>
<td>NUR600 - Biostatistics in Health Research</td>
</tr>
<tr>
<td></td>
<td>NUR720 - Concepts and Theories for Advanced Nursing Practice</td>
</tr>
<tr>
<td>NUR600 Biostatistics Health Research is not required if it or equivalent completed prior to matriculation.</td>
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</tr>
<tr>
<td>Semester II</td>
<td>Complete ALL of the following Courses:</td>
</tr>
<tr>
<td></td>
<td>NUR721 - Essentials of Clinical Research</td>
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<tr>
<td></td>
<td>NUR723 - Strategies for Advanced Nursing Practice</td>
</tr>
<tr>
<td>Semester III</td>
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</tbody>
</table>
Complete ALL of the following Courses:

- NUR726 - Health Planning and Policy Making: Leadership Issues
- NUR766 - Advanced Pathophysiology

Semester IV
Complete ALL of the following Courses:

- NUR767 - Advanced Pharmacology
- NUR773 - Advanced Health Assessment

Semester V
Complete ALL of the following Courses:

- NUR769 - Family Developmental Theory
- NUR774 - Advanced Family Nursing Practice I

Semester VI
Complete ALL of the following Courses:

- NUR775 - Advanced Family Nursing Practice II

Semester VII
Complete ALL of the following Courses:

- NUR776 - Advanced Family Nursing Practice III
- NUR787 - Advanced Professional Seminar

Additional Comments:
FNP Program Academic Standing

- After attempting 9 graduate credits, those whose GPA falls below a 3.0 (earn a grade of B- or less in any NUR course) will not be granted an automatic probation period.
- Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the program director or chair must accompany such appeals.
Lehman College

Pediatric Nurse Practitioner to DNP

1. Earned Master’s degree in nursing from a nationally accredited CCNE (http://www.ccneaccreditation.org) ACEN, CNEA program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an RN.
4. A minimum Undergraduate grade point average of B (3.2) or better in Nursing and overall BS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the Biostatistics in Healthcare (NUR600 Biostatistics Health Research) course within 5 years of the application date.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant’s clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

Post-Master’s to DNP

1. Earned Master’s degree in nursing from a nationally accredited CCNE (http://www.ccneaccreditation.org) ACEN, CNEA program.
2. An unencumbered nursing license as a registered professional nurse currently registered in New York State.
3. At least one year working experience as an Advanced Standing Nurse.
4. A minimum Graduate GPA of B (3.2) or better on a 4.0 scale in Nursing and overall MS study.
5. Participation in a face-to-face interview with the graduate admission committee.
6. Completion of the advanced pathophysiology, advanced pharmacology, advanced health assessment, and family development theory courses.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant’s clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

Masters Requirements - Master of Science

Type: Completion Requirement

Earn a minimum GPA of 3.0

Earn at least 45 credits

Additional Comments:
- Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Pediatric Nurse Practitioner to graduate with a Pediatric Nurse Practitioner Master of Science degree.

Masters Requirements - Degree Requirements

Type: Completion Requirement

Fulfill ALL of the following requirements:

Semester I

Complete ALL of the following Courses:
- NUR600 - Biostatistics in Health Research
- NUR720 - Concepts and Theories for Advanced Nursing Practice

License

- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.

Reference, Interview & Essay

- Names and addresses of two persons who can attest to the applicant’s scholastic and/or professional performance. (it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)
- Interview with a member of the graduate curriculum committee.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.

Complete ALL of the following Courses:
- NUR600 - Biostatistics in Health Research
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR 600 with a grade of B (3.0) or better during their first semester.

Additional Comments:
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
admission committee.
7. Personal statement specifying career goals and clear statement of how the DNP will advance the applicant’s clinical practice.
8. A two-to-four (2-4) page description of an example of a common occurrence in clinical practice that the applicant would like to see changed.
10. Three letters of reference pertaining to academic ability, professional competency and personal character.
11. Current resume or Curriculum Vitae indicating employment experience in advanced nursing practice for at least one year (uploaded via E-portfolio).

Additional Comments:

Doctor of Nursing Practice Requirements - Overall
Type
Completion Requirement
Bachelor of Science to DNP
Earn at least 85 credits
Post-Master’s to DNP
Earn at least 69 credits
Pediatric Nurse Practitioner to DNP
Earn at least 39 credits

Additional Comments:

Doctor of Nursing Practice Requirements - Bachelor of Science to DNP
Curriculum
Type
Completion Requirement
Prerequisite
Complete ALL of the following Courses:
- NUR600 - Biostatistics in Health Research

Complete ALL of the following Courses:
- NUR720 - Concepts and Theories for Advanced Nursing Practice
- NUR721 - Essentials of Clinical Research
- NUR723 - Strategies for Advanced Nursing Practice
- NUR726 - Health Planning and Policy Making: Leadership Issues
- NUR766 - Advanced Pathophysiology
- NUR767 - Advanced Pharmacology
- NUR769 - Family Developmental Theory
- NUR770 - Advanced Practice I
- NUR771 - Advanced Nursing Practice II
- NUR772 - Advanced Nursing Practice III
- NUR800 - Leadership in Complex Health Care Systems
- NUR801 - Evidence Based Practice I: Methods
- NUR802 - Evidence Based Practice II: Implementation and Evaluation
- NUR803 - Theories in Transcultural Nursing and Health
- NUR805 - Epidemiology
- NUR806 - Genomics
- NUR807 - Financial Management and Budget Planning
- NUR808 - Health Policy

Semester II

Complete ALL of the following Courses:
- NUR721 - Essentials of Clinical Research
- NUR723 - Strategies for Advanced Nursing Practice

Semester III

Complete ALL of the following Courses:
- NUR726 - Health Planning and Policy Making: Leadership Issues
- NUR766 - Advanced Pathophysiology

Semester IV

Complete ALL of the following Courses:
- NUR767 - Advanced Pharmacology
- NUR773 - Advanced Health Assessment

Semester V

Complete ALL of the following Courses:
- NUR769 - Family Developmental Theory
- NUR770 - Advanced Practice I

Semester VI

Complete ALL of the following Courses:
- NUR771 - Advanced Nursing Practice II

Semester VII

Complete ALL of the following Courses:
- NUR772 - Advanced Nursing Practice III
- NUR787 - Advanced Professional Seminar

Additional Comments:
PNP Program Academic Standing
- After attempting 9 graduate credits, those whose GPA falls below a 3.0 (earn a grade of B- or less in any NUR course) will not be granted an automatic probation period.
- Continuation in the program is granted only upon successful appeal to the Office of Graduate Studies. A letter of support from the program director or chair must accompany such appeals.
## Doctor of Nursing Practice Requirements - Post-Master's to DNP Curriculum

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Complete ALL of the following Courses:</td>
<td></td>
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<tr>
<td>- NUR766 - Advanced Pathophysiology</td>
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<tr>
<td>- NUR767 - Advanced Pharmacology</td>
<td></td>
</tr>
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<td>- NUR769 - Family Developmental Theory</td>
<td></td>
</tr>
<tr>
<td>- NUR773 - Advanced Health Assessment</td>
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<td>- NUR802 - Evidence Based Practice II: Implementation and Evaluation</td>
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<td>- NUR803 - Theories in Transcultural Nursing and Health</td>
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<td>- NUR809 - Practicum I: Health Literacy and Primary Care</td>
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<td>- NUR811 - Practicum III</td>
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### Additional Comments:

Doctor of Nursing Practice Requirements - Pediatric Nurse Practitioner to DNP Curriculum

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<td>- NUR801 - Evidence Based Practice I: Methods</td>
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### Additional Comments:
Overview
Academic Institution
LEH01
Subject area NUR
Course Title Gender Issues and Stress
Department(s) Nursing
Description
The women's movement has produced a variety of social and personal changes for both men and women. This course will review stress theories and their application to some of the developing and current stressors for women and their partners. Consideration given to dual roles, superwoman syndrome, and differing spousal expectations as well as to stress-reduction techniques, such as self-awareness, stress management, and coping strategies.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
700
Course Title
Transitional Issues in Nursing
Department(s)
Nursing
Description
(Open only to non-nursing baccalaureate graduates with R.N. licensure and permission of Director of Graduate Studies.) This course focuses on the nursing process in the design and delivery of nursing care to clients/families within community settings. The matrices or organizing frameworks of professional nursing practice and the theoretical basis of the nursing process will be explored. Students will be introduced to the conceptual framework of the Department of Nursing as an organizing framework for practice. Various roles of the professional nurse will be analyzed. Clinical practice included.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
720
Course Title
Concepts and Theories for Advanced Nursing Practice
Department(s)
Nursing
Description
This course provides a base for graduate Nursing students by analyzing selected conceptual frameworks and theories. By utilizing these concepts and building on knowledge of the nursing process, the student explores a view of human beings, health, and health care. Emphasis on development of those concepts that have particular relevance for research and nursing practice. Prerequisite or Corequisite: NUR 600.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
NUR
Course Title
Essentials of Clinical Research
Department(s)
Nursing
Description
This course focuses on inquiry through research. Students will critique research reports and apply the research process as they develop their own proposal. Prerequisite or Corequisite: NUR 720.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
723
Course Title
Strategies for Advanced Nursing Practice
Department(s)
Nursing
Description
This course introduces theoretical frameworks for advanced practice modalities such as consultation, education, management, collaboration, and independent practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
726
Course Title
Health Planning and Policy Making: Leadership Issues
Department(s)
Nursing
Description
An identification and critical analysis of the major issues in leadership, health planning, and policy making that confront members of the healthcare discipline. Prerequisite: NUR 721.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3

Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
730
Course Title
Nursing Informatics
Department(s)
Nursing
Description
This course focuses on computer technology and its role in the present day nursing practice, applications of computer technology to advance nursing practice and research, and analysis and interpretation of nursing and health related databases.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
3
Maximum Units
3
## Overview

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
731

**Course Title**
Total Quality Management (T.Q.M.)

**Department(s)**
Nursing

**Description**
Major concepts of total quality management/continuous quality improvement, including process of change, effective teams, and rapid improvement.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
732

**Course Title**
Parent-Child Nursing I

**Department(s)**
Nursing

**Description**
This is the first course in a two-semester sequence focusing on advanced practice in Health Care of Parents and Children. This course will emphasize concept analysis and critical evaluation of nursing theory in clinical applications. Assessment, diagnosis, and intervention will occur with a variety of clients.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
733

**Course Title**
Parent-Child Nursing II

**Department(s)**
Nursing

**Description**
This is the second course in a two-semester sequence that focuses on advanced practice in Health Care of Parents and Children. The emphasis of this course is on intervention with parents, children, and community groups in meeting their healthcare needs.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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## Overview

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
738

**Course Title**
Adult Health Nursing I

**Department(s)**
Nursing

**Description**
This is the first course in a two-semester sequence focusing on advanced practice in Adult Health Nursing. The course emphasizes analysis of selected concepts of adult health and critical evaluation of nursing theory in clinical applications.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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**Overview**

**Academic Institution**
LEH01

**Subject area**
NUR

**Course Title**
Adult Health Nursing II

**Description**
This is the second course in a two-semester sequence that focuses on advanced practice in Adult Health Nursing. The emphasis of this course is on interventions with adults with actual and potential health problems.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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**Overview**

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
739

**Course Title**
Nursing Administration of Healthcare Systems

**Description**
Cognate course required for nurse administrator role. This course is designed to introduce basic principles and methodologies of organizational management. Topics include organizational structure and management, human resource management, marketing, and budgeting, and quality assurance. Learners are expected to develop familiarity with essential management issues, e.g., organizational structure, management of resources, and quality control.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

### Credits

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**Overview**

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
749.1

**Course Title**
Nursing Practice Synthesis & Application, Section 01, Advanced Nurse Practice Role

**Description**
Clinical and didactic aspects of this course that prepare the student for advanced nursing practice. PRE- or COREQ: NUR 766 or 767 for Section 01 is related to the area of advanced practice nursing.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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**Overview**

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
749.2

**Course Title**
Nursing Practice Synthesis and Application, Section 02, Nurse Administrator Role

**Description**

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
749.3
Course Title
Nursing Practice Synthesis and Application, Section 03, Nurse Educator Role
Department(s)
Nursing
Description
There are clinical and didactic aspects of this course that prepare the student for the Nurse Educator Role. PRE- or COREQ: NUR 756.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
6
Maximum Units
6

Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
751
Course Title
Nursing of Older Adults I
Department(s)
Nursing
Description
This is the first course in a two-semester course sequence focusing on advanced practice in Nursing of Older Adults. Emphasis is on the interaction between clients and caregivers in their social environment.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
6
Maximum Units
6

Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
752
Course Title
Nursing of Older Adults II
Department(s)
Nursing
Description
This is the second course in a two-semester sequence focusing on advanced practice in Nursing of Older Adults. Nursing process is used to assess health changes and to design, implement, and evaluate interventions. Emphasis is on the management of elderly clients experiencing acute and chronic health conditions.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units
6
Maximum Units
6

Overview
Academic Institution
LEH01
Subject area
NUR
Catalog Number
753
Course Title
Independent Study: Implementation of Research
Department(s)
Nursing
Description
(May be repeated once with permission of the instructor.) This course is designed to provide the student with an opportunity to develop and implement a research study with faculty guidance.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
3
Maximum Units
3
### Overview

**Academic Institution**

LEH01

**Subject area**

NUR

**Catalog Number**

754

**Course Title**

Cultural Perspectives in Healthcare

**Department(s)**

Nursing

**Description**

Introduction to anthropological concepts related to health and disease, including culturally diverse beliefs about disease etiology and treatment modalities. Emphasis on urban communities; includes a "mini-field experience," during which students will observe client-practitioner behaviors in clinical nursing settings in metropolitan New York.

**Academic Career**

Graduate

**Liberal Arts**

No

**Permission Type**

No Special Consent Required

### Credits

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### Overview

**Academic Institution**

LEH01

**Subject area**

NUR

**Catalog Number**

755

**Course Title**

Cultural Perspectives in Natality

**Department(s)**

Nursing

**Description**

The ideology of natality includes perceptions and values about sexuality, childbirth, contraception, and abortion. Natality can be used as a prism through which to view the social and economic history of women in modern America. Changing ideas about childhood, the home and domesticity, women's place in education and in the world of work have all influenced and been influenced by concepts of natality.

**Academic Career**

Graduate

**Liberal Arts**

No

**Permission Type**

No Special Consent Required

### Credits

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Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 756
Course Title The Nurse's Role in Professional Development
Department(s) Nursing
Description Cognate course required for nurse educator role. A course designed to provide an overview of the process of the dissemination of knowledge pertinent to nursing practice. Designed for nurses who are interested in providing continuing education programs, staff development offerings, or in preparing nursing students for clinical practice. Theories of adult learning, course development, preparation of objectives, teaching strategies, and evaluation methods are addressed.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 759
Course Title Independent Study: Extra-Clinical Research
Department(s) Nursing
Description This course is designed to provide the student with an opportunity to develop selected areas of knowledge and expertise in nursing. Specific objectives and description of projects will be developed by students with faculty approval.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 1
Maximum Units 6

Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 760
Course Title Topics in Nursing
Department(s) Nursing
Description (May be reelected once if the topic changes.) The course provides various sections on topics in nursing. For specific topics and sections, consult the Department.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 765
Course Title Advanced Health Assessment
Department(s) Nursing
Description Advanced knowledge and classroom practice in physiological and psychosocial assessment skills.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 766
Course Title Advanced Pathophysiology
Department(s) Nursing
Description
This course will examine abnormal biological processes that result in health deviations. Students will select modules specific to their chosen areas of practice. Prerequisite: NUR 721.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 767
Course Title Advanced Pharmacology
Department(s) Nursing
Description
This course provides an in-depth understanding of pharmacology across all physiological systems. Mechanism of general drug actions provide a framework for discussion of content-specific drugs. Includes 3 hours of required laws and prescription writing.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 768
Course Title Human Science in Nursing
Department(s) Nursing
Description
Consideration of selected concepts from human science as they relate to the art and science of nursing. Emphasis is on exploration of the historical evolution of human science in nursing and the potential inherent in that now-accelerated evolution. Implications for nursing practice, education, and research are included.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 769
Course Title Family Developmental Theory
Department(s) Nursing
Description
Concepts common in family theory will be addressed from the perspective of the family as an adaptive system. The goal is to understand what will enhance individual and family functioning. Theoretical models that serve as the foundation for family interventions and family therapy are emphasized.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
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<td>This clinical course focuses on health assessment of infants, children, and adolescents. Clinical laboratory emphasizes primary health care maintenance and assessment skills for advanced practice nursing. PREREQS: NUR 766, NUR 767, NUR 773. PREREQ/COREQ: NUR 769. ACADEMIC CAREER: Graduate Liberal Arts No PERMISSION TYPE: Department Consent Required</td>
<td>This clinical course focuses on the management of primary healthcare of infants, children, and adolescents. Clinical laboratory focuses on management of common acute health problems, utilizing advanced practice nursing skills. ACADEMIC CAREER: Graduate Liberal Arts No PERMISSION TYPE: Department Consent Required</td>
<td>This clinical course will focus on the management of infants, children, and adolescents with chronic conditions and special health needs. Legal, ethical, and health policy issues related to the role of the pediatric nurse practitioner are emphasized. ACADEMIC CAREER: Graduate ACADEMIC CAREER: Graduate Liberal Arts No PERMISSION TYPE: Department Consent Required</td>
<td>Theories and methods of comprehensive assessment of clients across the life span, including physical, psychosocial, and pathophysiological signs and symptoms; refinement of ability to utilize sophisticated techniques to assess, identify, and differentiate deviations from normal; incorporate cultural and developmental variations and needs of client. Prerequisite: NUR 721. ACADEMIC CAREER: Graduate Liberal Arts No PERMISSION TYPE: Department Consent Required</td>
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Overview
Academic Institution
LEH01
Subject area: NUR
Catalog Number: 774
Course Title: Advanced Family Nursing Practice I
Department(s): Nursing
Description:
245 hours per semester (45 hours, lecture; 200 hours, clinical lab), 6 credits. Using a Nursing Science Framework this course stresses promotion and maintenance of levels of wellness, protection of health, and prevention of illness of children in families, groups and communities, as well as early detection, treatment and symptom management of selected minor and major health problems. Intervention and health care protocols emphasizing the control and/or resolution of the acute phase are included. Supervised practicum in a variety of primary health care and acute care settings provides for implementing clinical decision making and intervention strategies within the context of advanced practice.
Prerequisite/Corequisite: NUR 769
Prerequisites: NUR 773, NUR 767, NUR 766.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
NUR
Course Title
Advanced Family Nursing Practice III
Department(s)
Nursing
Description
Using a nursing science framework, 6 focuses on primary care for all family members. Content stresses acute, chronic and/or rehabilitation interventions, care management strategies, and protocols for selected health problems of children/adults/older adults in families, groups and communities. A preceptor supervised practicum, emphasizing case management, proved for experiences in clinical decision making, intervention, and management strategies within the context of the advanced practice nursing role.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
6 | 6

Overview
Academic Institution
LEH01
Subject area
NUR
Course Title
Pharmacology of Anesthesia
Department(s)
Nursing
Description
Clinical application of pharmacology to anesthesia, with emphasis on the application of pharmacologic principles of anesthetic and resuscitative processes essential to safe anesthesiology nursing practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
NUR
Course Title
Professional Aspects of Nurse Anesthesia
Department(s)
Nursing
Description
This course provides an understanding of the regulatory agencies and their guidelines for the practice of nurse anesthesia. The ethical, professional, and legal aspects of nurse anesthesia are explored.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3

Overview
Academic Institution
LEH01
Subject area
NUR
Course Title
Principles of Anesthesia I
Department(s)
Nursing
Description
A study of the mathematical, chemical, physical, and pharmacokinetic principles as they apply to anesthesiology nursing practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units | Maximum Units
---|---
3 | 3
Overview
Academic Institution
LEH01
Subject area NUR
Course Title Principles of Anesthesia II
Department(s) Nursing
Description Continuation of NUR 782, with a focus on scientific bases of anesthesiology nursing practice derived from biochemistry, cell physiology, biologic hazards, mechanisms of anesthesia, and principles of safe practice. Laboratory experiences at various clinical sites included.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Course Title Principles of Anesthesia III
Department(s) Nursing
Description Integrates physiologic, pathophysiologic, and pharmacologic concepts with anesthesia management. Provides foundation for decision making in planning and implementing anesthesia care individualized to meet specific client needs.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Course Title Principles of Anesthesia IV
Department(s) Nursing
Description Continuation of principles of anesthesia (I-III) with emphasis on endocrine, renal, and gastrointestinal systems. Principles of anesthesiology for the obstetric, pediatric, and geriatric patients.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Course Title Principles of Anesthesia V
Department(s) Nursing
Description Emphasis on complex clients having emergency surgery resulting from trauma, burns, or drug abuse. Includes anesthesia for patient with cancer, patient undergoing hypotensive anesthesia technique, plastic surgery, otolaryngological surgery, cardiac surgery, and ambulatory surgery.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area  NUR
Course Title  Advanced Professional Seminar
Department(s) Nursing
Description  This course provides the experience for graduate Nursing students to complete and present their clinical research project, including formal presentation (oral and written) of the results. (Note: Final course in the Master of Science in Nursing program.)
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area  NUR
Course Title  Curriculum Design and Program Evaluation
Department(s) Nursing
Description  Curriculum design principles and strategies that incorporate accrediting or regulatory bodies' essentials for nursing education. Examination of philosophy, conceptual framework and objectives that guide curriculum design and program evaluation. Analysis of internal and external factors that impact decisions about curriculum design. Pre-requisite: NUR 600, NUR 720 and NUR 721.
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area  NUR
Course Title  Measurement and Evaluation of Teaching and Learning
Department(s) Nursing
Description  Principles of evaluation and measurement for teaching and learning in nursing are examined. A variety of measurement techniques will be explored. Emphasis is on translating measurement outcome data to improve evaluation of teaching and learning.
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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Overview
Academic Institution
LEH01
Subject area  NUR
Course Title  Master's Project Seminar
Department(s) Nursing
Description  The master's project seminar guides students to develop a proposal for their final project and to ready it for implementation. The final projects are based on specific areas of interest that have been identified in previous graduate courses and are congruent with master's project objectives.
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
<table>
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</table>
Overview
Academic Institution
LEH01
Subject area
NUR
Course Title
Leadership in Complex Health Care Systems
Department(s)
Nursing
Description
This course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra-professional collaboration. Students will explore strategies for managing complex issues related to health care systems and delivery based on nursing, organizational, political, and economic sciences. Learners will examine social justice, equity, and ethical policies to determine current and future needs of diverse and vulnerable populations.
Academic Career
Doctoral
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
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<tr>
<th>Minimum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area
NUR
Course Title
Evidence Based Practice I: Methods
Department(s)
Nursing
Description
The course examines research principles and evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Emphasis will also be on critical appraisal skills essential to meaningful translation of scientific evidence into practice that ensures high quality care for clients resulting in optimal outcomes. PREREQ/COREQ: NUR 800.
Academic Career
Doctoral
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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<th>Minimum Units</th>
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</table>
Overview
Academic Institution
LEH01
Subject area NUR
Catalog Number 802
Course Title Evidence Based Practice II: Implementation and Evaluation
Department(s) Nursing
Description The course builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate selected theoretical models within nursing. Students will critically evaluate, compare and contrast relevant theoretical approaches for utilization in advanced nursing practice. Using theory as a guide, students will develop their theoretical model using clinically relevant strategies aimed at improving health and/or health care in diverse settings. PREREQ: NUR 801.
Academic Career Doctoral
Liberal Arts No
Permission Type Department Consent Required

Credits
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<th>Minimum Units</th>
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</table>
Overview
Academic Institution
LEH01
Subject area NUR
Course Title Epidemiology
Department(s) Nursing
Description This course focuses on improving individual and population health outcomes through the use of descriptive and epidemiologic principles and advanced nursing science in health promotion and disease management. Measures of disease frequency (prevalence, incidence) and association (odds and risk ratios), causality and confounding, and epidemiological designs are examined and applied in the areas of clinical prevention and population health.
Academic Career Doctoral
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area NUR
Course Title Genomics
Department(s) Nursing
Description This course provides for in-depth review and analysis of genetic influences and determinants affecting the health of individuals, families and communities. It familiarizes the student with the scientific study of complex diseases and diagnostic methods, treatments and therapies for these conditions. The course focuses on the use of data to support decision making to improve the health of individuals and populations. Approaches to generating clinically relevant data and utilizing data from clinical information systems are addressed. Ethical, legal, and social implications of genomic knowledge are appraised.
Academic Career Doctoral
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area  Catalog Number
NUR  807
Course Title
Financial Management and Budget Planning
Department(s)
Nursing
Description
This course provides students with the financial management tools needed to analyze financial statements and cost considerations in health care and to employ effective methods for initiating change within health care systems. PREREQ/COREQ: NUR 800
Academic Career
Doctoral
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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<th>Minimum Units</th>
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</table>

Overview
Academic Institution
LEH01
Subject area  Catalog Number
NUR  808
Course Title
Health Policy
Department(s)
Nursing
Description
This course focuses on the societal and organizational context of the delivery of nursing services across various settings. Cases and current trends are emphasized in this seminar. PREREQ: NUR 802
Academic Career
Doctoral
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
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</table>
## Overview

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
809

**Course Title**
Practicum I: Health Literacy and Primary Care

**Department(s)**
Nursing

**Description**
This practicum course provides the student a beginning opportunity for directed practice experiences with healthcare experts in the Family Nurse Practitioner or the Pediatric Nurse Practitioner specialty area. The course focuses on identifying a clinical problem, developing a feasibility study, and designing a strategic plan within the context of the organization. The emphasis is on application rather than statistical theory.

**PREREQS:** NUR 800, NUR 801, NUR 802, NUR 803, NUR 805, NUR 806, NUR 807, & NUR 808.

**Academic Career**
Doctoral

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

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<th>Minimum Units</th>
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</table>

## Overview

**Academic Institution**
LEH01

**Subject area**
NUR

**Catalog Number**
810

**Course Title**
Practicum II

**Department(s)**
Nursing

**Description**
This practicum course provides the student with continued opportunities for directed practice experiences with healthcare experts in the FNP or PNP specialty area. The learner will build upon advanced specialty knowledge and skills at increasing levels of complexity. In collaboration with faculty and practice experts, the student will design, implement, evaluate, and disseminate the DNP Scholarly Project. Enrollment in this course will be repeated in the subsequent semester until requirements for the DNP capstone project are met.

**PREREQ:** NUR 809.

**Academic Career**
Doctoral

**Liberal Arts**
No

**Permission Type**
Department Consent Required

### Credits

<table>
<thead>
<tr>
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<th>Maximum Units</th>
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<td>6</td>
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</table>
Physics and Astronomy Department

The Department of Physics and Astronomy offers courses designed to meet the needs of students in the programs for secondary-school teachers of natural science.

Courses
Overview
Academic Institution
LEH01
Subject area
AST
Catalog Number
601
Course Title
Astronomy of Solar Systems
Department(s)
Physics and Astronomy
Description
(Intended primarily for high school science and mathematics teachers, but open to other qualified graduate students.) Nature, origins, and evolution of the sun, planets, and components of the solar system. Laboratory experiments and observations are integrated with lectures. A research paper is required.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<tbody>
<tr>
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</tbody>
</table>

Overview
Academic Institution
LEH01
Subject area
AST
Catalog Number
602
Course Title
Stellar Astronomy
Department(s)
Physics and Astronomy
Description
(Intended primarily for high school science and mathematics teachers, but open to other qualified graduate students.) Stars, interstellar matter, and stellar systems. Pulsars and laws of motion and gravitation. Techniques of astronomical observation. Basic concepts of astrophysics. Stellar evolution; special systems, including pulsars, black holes, and galaxies. Basic cosmology. Laboratory experiments and observations are integrated with lectures. A research paper is required.
Academic Career
Graduate
Liberal Arts
Yes
Permission Type
Department Consent Required

Credits

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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<td>Course Number</td>
<td>Course Title</td>
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<tr>
<td>601</td>
<td>Advanced General Physics</td>
</tr>
<tr>
<td>602</td>
<td>Modern Physics</td>
</tr>
<tr>
<td>603</td>
<td>Selected Topics in Physics for Biology Students</td>
</tr>
<tr>
<td>605</td>
<td>Physics for Teachers</td>
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**Overview**

<table>
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<tr>
<th>Academic Institution</th>
<th>Catalog Number</th>
<th>Subject area</th>
<th>Course Title</th>
<th>Department(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEH01</td>
<td>601</td>
<td>PHY</td>
<td>General Physics</td>
<td>Physics and Astronomy</td>
<td>Intended primarily for graduate students in the teaching of science and mathematics. A mature synthesis of basic concepts in classical and modern physics.</td>
</tr>
<tr>
<td>602</td>
<td></td>
<td>PHY</td>
<td>Modern Physics</td>
<td>Physics and Astronomy</td>
<td>Intended primarily for high school science and mathematics teachers, but open to other qualified graduate students. Study of various aspects of the physics of the twentieth (and twenty-first) century. Emphasis will be on the theory of relativity and on quantum physics, including applications to technology. Relevant laboratory exercises will be performed.</td>
</tr>
<tr>
<td>603</td>
<td></td>
<td>PHY</td>
<td>Selected Topics in Physics for Biology Students</td>
<td>Physics and Astronomy</td>
<td>Intended primarily for graduate students in the teaching of biology and general science. Particular emphasis will be placed on the discussion and demonstration of those basic phenomena and laws especially useful to teachers of biology and general science.</td>
</tr>
<tr>
<td>605</td>
<td></td>
<td>PHY</td>
<td>Physics for Teachers</td>
<td>Physics and Astronomy</td>
<td>Fundamental physics concepts and related pedagogical practices. General principles, including symmetry and topology, dimensionality and phase space, determinism and chaos, quantum uncertainty and relativity, that underlie physical phenomena. Historical perspectives on physical sciences and their impact on society.</td>
</tr>
</tbody>
</table>
Political Science Department

The graduate courses in Political Science are designed to enrich the background of teachers of social studies and the humanities. These courses will develop an understanding of the democratic process, the U.S. political system, and global political change.

Courses
### The United States in World Affairs

**Academic Institution**
LEH01

**Subject area**
POL

**Catalog Number**
501

**Course Title**
The United States in World Affairs

**Department(s)**
Political Science

**Description**
This course will analyze the most important political, military, and economic problems in the international competition for power and order, alliances, the East-West struggle, and the balance of power; war; nationalism and colonialism; diplomacy; the United Nations; regionalism; and problems of foreign aid and international trade.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

**Credits**

<table>
<thead>
<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
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</tbody>
</table>
Overview
Academic Institution
LEH01
Subject area  POL
Course Title
Problems of Stability in Constitutional Democracies
Department(s)
Political Science
Description
Comparison and contrast of contemporary constitutional democracies, such as the U.S, the United Kingdom, France, and the German Federal Republic, with the focus on the sources of political stability and instability.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  POL
Course Title
Western Political Thought
Department(s)
Political Science
Description
The basic ideas and systems of western political thought from Plato through Marx.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  POL
Course Title
Contemporary Comparative Government
Department(s)
Political Science
Description
Government structures, ideological foundations, and the functioning of political institutions in selected European states.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
3  3

Overview
Academic Institution
LEH01
Subject area  POL
Course Title
Urban Politics and Government
Department(s)
Political Science
Description
The government of modern cities, including New York City, its role in the metropolitan area, and its relationship to the local and national government. The impact of economic and social forces on the political process.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units  Maximum Units
3  3
Overview
Academic Institution
LEH01
Subject area POL
Course Title International Politics
Department(s) Political Science
Description The basic factors in international politics and the struggle for power and order in world politics.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required
Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area POL
Course Title Schools, Communities, and the Politics of American Public Education
Department(s) Political Science
Description The analysis of social and political influences on education policy and institutions. The impact of interaction among local, state, and national governments and interest groups upon education policy.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required
Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area POL
Course Title Topics in Political Science
Department(s) Political Science
Description Study of various topics in Political Science. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.) Prerequisite: Departmental Approval.
Academic Career Graduate
Liberal Arts Yes
Permission Type Department Consent Required
Credits
Minimum Units 3
Maximum Units 3
The Fall 2020 Undergraduate Social Work Application is now available. This application is in addition to the application to Lehman College. Students must be accepted into Lehman College, before submitting application.

The Department of Social Work at Lehman College offers programs leading to a B.A. with a major in Social Work or a Masters of Social Work (M.S.W.) degree. The undergraduate social work program has been fully accredited by the Council on Social Work Education since 1983. The M.S.W. program admitted its first group of students in 2005 and has been fully accredited by the Council on Social Work Education since February 2008. Both programs prepare ethical, competent and knowledgeable social workers for work in social service agencies and organizations serving urban populations.

The undergraduate curriculum is generalist and prepares students for entry-level professional practice in urban areas. The graduate program has an advanced generalist curriculum, preparing all students for direct practice, supervision, administration, policy practice, and research. Graduate students are prepared for leadership positions in urban social service agencies and organizations.

The undergraduate and graduate programs are separate, with different admissions requirements and application procedures. It is important that students applying to the undergraduate program with the intention of continuing with graduate studies in Social Work understand that acceptance into the undergraduate program in no way implies or facilitates acceptance into the Lehman College M.S.W. program.

Programs Overview
Institution Code
LEH01
Official Name of Program
Social Work
Plan Code
SW-MSW
Degree Designation
MSW - Master of Social Work

Requirements
Masters Requirements - Admission Requirements
Type
Prerequisite

All Tracks
- Bachelor's degree from an accredited college or university, including 45 liberal arts credits
- Minimum undergraduate grade average of 3.0
- Application to the program, including a personal statement that addresses preparation for the program, career goals, and understanding of the profession and commitment to social work values
- Three letters of recommendation addressing applicant’s suitability for the social work profession and preparedness to enter a rigorous academic program. At least two letters should be from college faculty and/or professionals in fields related to social work
- Resume
- An interview may be required

Applicants to Track C, Advanced Standing Program
In addition to the above:
- Bachelor's degree with a Social Work major from a Social Work program accredited by the Council on Social Work Education
- Minimum 3.2 cumulative index in the major
- Include, among the three references, one reference from the advisor in the baccalaureate Social Work program or from the Program Director and another from a field
Lehman College

Selection Process
Applications are reviewed by the MSW Program Director, the MSW Admissions Director, and multiple faculty readers. Applications will be evaluated on:

- Academic history
- Quality of personal statement, including degree of self-awareness, conceptual ability, understanding of the profession and commitment to social work values, and communication skills
- Letters of recommendation

Additional Comments: Applicants for Advanced Standing must provide course descriptions for courses in the undergraduate Social Work major; the Graduate Advisor will determine exemption from courses in the Year One curriculum.

Masters Requirements - Master of Social Work

<table>
<thead>
<tr>
<th>Type</th>
<th>Completion Requirement</th>
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<tbody>
<tr>
<td>Earn at least 65 credits</td>
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</table>

Additional Comments:

Masters Requirements - Courses

<table>
<thead>
<tr>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Fulfill ALL of the following requirements:</td>
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</tbody>
</table>

Core Courses

Complete ALL of the following Courses:

- SWK605 - Human Behavior and the Social Environment
- SWK606 - Human Diversity and the Social Environment
- SWK611 - Generalist Social Work Practice I
- SWK612 - Generalist Social Work Practice II
- SWK639 - Social Welfare Institutions and Programs
- SWK643 - Social Welfare Policy Analysis
- SWK646 - Social Work Research I
- SWK707 - Understanding Clinical Assessment and Diagnosis
- SWK713 - Advanced Social Work Practice in the Urban Environment I
- SWK714 - Advanced Social Work Practice in the Urban Environment II
- SWK727 - Supervision in Agency-Based Practice
- SWK729 - Administration in Urban Agencies
- SWK745 - Social Welfare Policy Practice
- SWK747 - Social Work Research II

Elective Courses

Earn at least 3 credits from the following:

- SWK681 - Social Work with Immigrants
- SWK682 - The Criminal Justice System and its Impact on Urban Families
- SWK683 - Issues in Urban Child Welfare
- SWK684 - Mass Violence: Dynamics of Helping Urban
Lehman College

* SWK684 - Mass Violence: Dynamics of Helping Urban Populations

**Required Internship**

Complete ALL of the following Courses:

- SWK673 - Extended Fieldwork and Seminar I
- SWK674 - Extended Fieldwork and Seminar II
- SWK675 - Extended Fieldwork and Seminar III
- SWK677 - Extended Fieldwork and Seminar IV
- SWK776 - Extended Fieldwork and Seminar V
- SWK777 - Extended Fieldwork and Seminar VI

**Additional Comments:**

Notes for all Tracks:

1. The program does not grant social work course credit for life experience or previous work experience.
2. Transfer credits are not accepted, except for the 3-credit elective with approval of the Social Work Graduate Advisor.
3. The program does not accept non-matriculated Students unless special permission is granted.

**Masters Requirements - Track A: 2-Year Full-time Program**

**Type**

Completion Requirement

**Year One: Full-time Student Status**

**Fulfill ALL of the following requirements:**

**Fall Semester**

Complete ALL of the following Courses:

- SWK611 - Generalist Social Work Practice I
- SWK605 - Human Behavior and the Social Environment
- SWK639 - Social Welfare Institutions and Programs
- SWK671 - Fieldwork and Seminar I

**Spring Semester**

Complete ALL of the following Courses:

- SWK612 - Generalist Social Work Practice II
- SWK606 - Human Diversity and the Social Environment
- SWK643 - Social Welfare Policy Analysis
- SWK646 - Social Work Research I
- SWK672 - Fieldwork and Seminar II

**Year Two: Full-time Student Status**

**Fulfill ALL of the following requirements:**

**Fall Semester**

Complete ALL of the following Courses:

- SWK713 - Advanced Social Work Practice in the Urban Environment I
- SWK707 - Understanding Clinical Assessment and Diagnosis
- SWK727 - Supervision in Agency-Based Practice
- SWK773 - Fieldwork and Seminar III

SWK 680 Special Topics in Social Work or Elective: Chosen from SWK 681-SWK 694.

**Spring Semester**

Complete ALL of the following Courses:

- SWK714 - Advanced Social Work Practice in the Urban

616/654
Masters Requirements - Track B: 3-Year Extended Program

Type
Completion Requirement

"Track B: Students are no longer being accepted into Track B. Please refer to Track D below. Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the first-year curriculum in two years and take the second year on a full-time basis.

- Year One: Part-time Student Status: Classes meet two evenings per week.
- Year Two: Part-time Student Status: Classes meet one evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.
- Year Three: Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours each academic year.

Additional Comments:

Masters Requirements - Track C: 1-Year Advanced Standing Program

Type
Completion Requirement

Students enter as second year students.

- Full-time Student Status: Classes meet two evening per week. Students must complete three full days of fieldwork, at least two of which are weekdays, for a total of 21 hours per week. This totals 600 hours during the academic year.

Additional Comments:

Masters Requirements - Track D: 3-Year Extended with 6-Semester Fieldwork

Type
Completion Requirement

Extended students are matriculated students and are subject to the same admissions process as full-time students. Extended students complete the classroom coursework over three years rather than two years. Academic coursework is the same, but number of hours of fieldwork per week changes. Track D has a September graduation date.

- Academic coursework is the same as Track B* above.
- Year Two: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Additional Comments:
Lehman College

- Year Three: Students must complete 15 hours of fieldwork per week, which must include at least one 7.5 hour weekday, for a total of 600 hours during the academic year: 225 hours in the Fall semester; 315 hours in the Spring semester; and 60 hours in the Summer semester.

Courses

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<th>Overview</th>
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<td>Academic Institution</td>
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<td>Subject area</td>
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<tr>
<td>SWK</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>Human Behavior and the Social Environment</td>
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<tr>
<td>Department(s)</td>
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<tr>
<td>Social Work</td>
</tr>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Examination of individuals, families, groups, and communities in relation to human biological, psychological, social, spiritual, and cultural factors. Theories and knowledge emphasizing critical life events from conception through later adulthood will provide a coherent framework for viewing human beings developing over time.</td>
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<td>SWK</td>
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<td>Course Title</td>
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<tr>
<td>Human Diversity and the Social Environment</td>
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<td>Department(s)</td>
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<tr>
<td>Social Work</td>
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<tr>
<td>Description</td>
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<tr>
<td>Exploration of theoretical perspectives of developmental processes as well as interactions at all levels of social organization. Impact of life situations, the physical environment, and social processes on client systems in the urban environment. Self-examination of one's values and ethics.</td>
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<th>Credits</th>
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<td>Minimum Units</td>
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</table>
Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 611
Course Title Generalist Social Work Practice I
Department(s) Social Work
Description Introduction to generalist social work practice within a life model framework, including skills and techniques, integrated with professional values and ethics, for the beginning phase of generalist practice.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 612
Course Title Generalist Social Work Practice II
Department(s) Social Work
Description Generalist social work practice within an ecological systems perspective; emphasis is placed on skills and interventive strategies with populations-at-risk during the middle and ending phases of practice. Case management skills in urban organizations.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 639
Course Title Social Welfare Institutions and Programs
Department(s) Social Work
Description History of social services in the United States and overview of services in key contemporary fields of practice are studied through the lens of social justice and professional ethics. Special attention to social welfare policies that impact negatively on populations-at-risk in urban environments.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 643
Course Title Social Welfare Policy Analysis
Department(s) Social Work
Description Understanding and analyzing social welfare policies, especially those negatively impacting on urban populations. Empowerment of students to act as agents of change in the pursuit of social justice within agency and societal systems.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area  SWK
Course Title  Social Work Research I
Department(s)  Social Work
Description  Social work research skills, methods, and processes needed to conceptualize social problems; research project design; critical evaluation of research designs. Utilization of social work research to alleviate conditions contributing to the oppression of at-risk populations in an urban environment.
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
Minimum Units  3
Maximum Units  3

Overview
Academic Institution
LEH01
Subject area  SWK
Course Title  Fieldwork and Seminar I
Department(s)  Social Work
Description  300-hour supervised internship in a social service agency as arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
Minimum Units  5
Maximum Units  5

Overview
Academic Institution
LEH01
Subject area  SWK
Course Title  Fieldwork and Seminar II
Department(s)  Social Work
Description  300-hour supervised internship continued in the same social service agency as in SWK 671. Students further develop knowledge, values, and skills in accordance with social work ethics as they provide increasingly complex services to diverse urban populations, particularly to populations-at-risk. Integration of classroom content with agency practice.
Academic Career  Graduate
Liberal Arts  No
Permission Type  Department Consent Required

Credits
Minimum Units  5
Maximum Units  5

Overview
Academic Institution
LEH01
Subject area  SWK
Course Title  Extended Fieldwork and Seminar I
Department(s)  Social Work
Description  Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.COREQ: SWK 611: Generalist Social Work Practice I
Academic Career  Graduate
Liberal Arts  No
Permission Type  No Special Consent Required

Credits
Minimum Units  4
Maximum Units  4
Lehman College

Overview
Academic Institution
LEH01
Subject area Catalog Number
SWK 674
Course Title
Extended Fieldwork and Seminar II
Department(s)
Social Work
Description
Supervised internship of 315 hours, in the same social service agency as in SWK 673, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units Maximum Units
5 5

Overview
Academic Institution
LEH01
Subject area Catalog Number
SWK 675
Course Title
Extended Fieldwork and Seminar III
Department(s)
Social Work
Description
Supervised internship of 60 hours, in the same social service agency as in SWK 674, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ: SWK 674: Extended Fieldwork and Seminar II and SWK 612: Generalist Social Work Practice II
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units Maximum Units
1 1
Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 680
Course Title Special Topics in Social Work
Department(s) Social Work
Description A variable topics course that enables students to pursue subjects particular to their interest. Course offerings will represent a range of issues relevant to social work practice in urban settings. Topics to be announced.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 681
Course Title Social Work with Immigrants
Department(s) Social Work
Description Circumstances faced by individuals and groups that have immigrated, or will immigrate, to cities in the U.S.; diverse reasons that lead people to leave their homelands. Common and unique challenges of resettlement in the U.S. Clinical social work interventions and policy issues will be explored.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 682
Course Title The Criminal Justice System and its Impact on Urban Families
Department(s) Social Work
Description Examination of the U.S. criminal justice system in the context of social policy as well as intended/unintended consequences of policies for vulnerable urban populations. Knowledge, skills, and values for social workers providing clinical services to people transitioning from prison, their families, and their communities, and for the development of quality reentry programs.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3

Overview
Academic Institution
LEH01
Subject area SWK
Catalog Number 683
Course Title Issues in Urban Child Welfare
Department(s) Social Work
Description Understanding interrelationships between clinical social work practice and social welfare policies in the field of urban child welfare. Exploration of topics, such as child abuse and neglect, foster care, kinship care, adoption, and day care from historical and contemporary political, cultural, legal, and social work perspectives.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units Maximum Units
3 3
### Overview

**Academic Institution**
Lehman College

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**Course Title**
Mass Violence: Dynamics of Helping Urban Populations

**Department(s)**
Social Work

**Description**
Role of the social work profession in helping urban populations vulnerable to mass violence and terrorism, and those who have been affected by it. Clinical interventions with people experiencing trauma, preventive strategies, and self-care for social workers are studied, as are social welfare policies and issues related to social justice.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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### Overview

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**Course Title**
Gender Issues and the Practice of Social Work

**Department(s)**
Social Work

**Description**
Examination of the ways in which sex roles, gender relations, and identity development are constructed and experienced by individuals in contemporary urban societies. Issues emerging from the intersection of ethnicity, race, class, and sexuality with gender and their implications for clinical social work practice are explored.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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**Course Title**
Social Work Practice with Urban Older Adults

**Department(s)**
Social Work

**Description**
Study of knowledge, values, and skills required for clinical, supervisory, administrative, and policy practice in diverse urban gerontological social work settings.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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</table>

**Course Title**
Social Work in Urban Schools

**Department(s)**
Social Work

**Description**
Social work practice with students, families, school administration, and the community in urban school settings. An emphasis on the impact of policies and programming affecting delivery of social services in the schools. Special attention paid to diverse urban populations in school systems.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
688
Course Title
Social Work Practice with Substance Abusing Clients
Department(s)
Social Work
Description
An exploration of social work with substance abusing clients in an urban environment. Prevention, treatment, and policy issues will be addressed. This course will focus on the biological, psychological, social, and spiritual etiology of substance abuse problems based upon a range of theories and empirical research.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units: 3
Maximum Units: 3

Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
689
Course Title
Social Work Practice with Military Service Personnel, Families and Communities
Department(s)
Social Work
Description
Social work practice with active duty military personnel, veterans, their families, and communities. This course will examine the unique challenges and opportunities for the social work profession in providing services and promoting policies reflecting social justice in the military and after discharge. Exploration of the rich historical relationship between military service, the understanding of relevant psychiatric diagnosis, the emergence of social welfare policies, and the development of social work as a profession.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units: 3
Maximum Units: 3
Overview
Academic Institution
LEH01
Subject area SWK
Course Title Social Work Practice with Children and Adolescents in an Urban Environment
Department(s) Social Work
Description This course focuses on social work practice with urban children and adolescents, utilizing an ecological systems perspective. Emphasis is placed on knowledge, skills and values in engagement, assessment and intervention. Ethical issues associated with services to children and adolescents are explored.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 3
Maximum Units 3

Overview
Academic Institution
LEH01
Subject area SWK
Course Title Social Work with LGBT Individuals and their Families: Practice and Policy Issues
Department(s) Social Work
Description Practice issues with LGBT clients, and policy and social issues affecting the lives of LGBT populations in the U.S. and internationally are studied. Resilience of LGBT populations in the face of societal stigma and oppression is explored.
Academic Career Graduate
Liberal Arts No
Permission Type No Special Consent Required

Credits
Minimum Units 3
Maximum Units 3
Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
692
Course Title
Social Work and Substance Abuse: Theories and Interventions
Department(s)
Social Work
Description
Numerous theoretical models of addiction, chemical dependency assessment tools, and substance abuse treatment interventions useful in social work practice are studied. Addiction services and prevention programs for adults, youth, and families are explored. Basic concepts of social, political, and cultural systems and their impact on substance use are addressed.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
693
Course Title
Understanding Hispanic/Latino Communities: Implications for Social Work Practice
Department(s)
Social Work
Description
The origins and histories of various Hispanic/Latino/a communities in the United States and their implications for social work practice. Group demography, history, strategies for survival, the immigration experience, and other significant experiences important to consider when addressing the social needs of Hispanic/Latino/a populations.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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Overview

Academic Institution
LEH01
Subject area  Catalog Number
SWK  707
Course Title
Understanding Clinical Assessment and Diagnosis
Department(s)
Social Work
Description
The third course in the Human Behavior sequence, Understanding Clinical Assessment and Diagnosis, builds on the understanding of human development and diversity developed in the first two courses and focuses on an understanding of mental health. The goal in this course is to further elaborate on and apply theoretical frameworks supported by empirical evidence to compare and synthesize multiple sources of knowledge in a mental health context; and to foster integration of social work knowledge and skills.

Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area  Catalog Number
SWK  713
Course Title
Advanced Social Work Practice in the Urban Environment I
Department(s)
Social Work
Description
This is the first course in the two-semester advanced integrated practice sequence. The course highlights an advanced generalist approach with individuals across practice settings with an emphasis on the application of practice skills, values, and knowledge in urban environments. This course also serves to deepen students’ understanding of social work in agency-based practice settings and in the larger community context. In this course, students will also be taught SBIRT (Screening, Brief Intervention, and Referral Treatment for substance using clients) according to the U.S. government SAMHSA grant received by the Lehman College Department of Social Work.

Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
714
Course Title
Advanced Social Work Practice in the Urban Environment II
Department(s)
Social Work
Description
This course integrates the knowledge, skills, professional values and
ethics necessary for effective advanced generalist social work practice
with individuals, families, groups, communities, and organizations, in
the urban environment. Through the Capstone Project, particular
attention is given to integrating practice, research, policy, and human
behavior content to explore an issue and share the results with a
broader community, thus furthering the knowledge base and
enhancing possibilities for social change.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
727
Course Title
Supervision in Agency-Based Practice
Department(s)
Social Work
Description
Principles of agency-based supervision in a variety of practice
settings. Administrative, clinical, and educational functions; concepts
of power, authority, and accountability; ethical and clinical issues;
skills and self awareness; staff development; and evaluation.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required
Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
729
Course Title
Administration in Urban Agencies
Department(s)
Social Work
Description
This course contributes to the preparation of professional social workers as leaders in social service agencies in urban communities. It focuses on the knowledge, skills, professional values and ethics necessary for effective administration of public and private social services organizations with the philosophy that well run organizations support quality service delivery and client outcomes. The course content is guided by the need for social service agencies to be responsive to the needs of diverse clients, especially populations-at-risk, and the professional principle of social justice as a guide to administrative decision-making. Course content will include: understanding leadership and mission; understanding organizational development and capacity; designing and structuring service organizations; funding sources; developing and maintaining a diverse staff; understanding the relationship of the organization to the community; program evaluation, analysis and continuous quality improvement; and examining ethical dilemmas.
Academic Career
Graduate
Liberal Arts
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Permission Type
Department Consent Required
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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
745
Course Title
Social Welfare Policy Practice
Department(s)
Social Work
Description
This course completes the social welfare policy sequence, building on the knowledge, skills, and values of the previous courses, Social Welfare Policy and Programs (SWK 639) and Social Welfare Policy Analysis (SWK 643). Reflecting the mission of the Lehman College MSW Program, the course helps students become effective change agents by influencing, formulating, and advocating for social welfare policies that are consistent with the value of social justice and ensure that social services meet the needs of recipients. This course has particular emphasis on impacting policies affecting urban populations.
Academic Career
Graduate
Liberal Arts
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Permission Type
Department Consent Required
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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
747
Course Title
Social Work Research II
Department(s)
Social Work
Description
Design of research instruments, collection of data, and descriptive and inferential statistical analysis of data using S.P.S.S. Submission of a research proposal that seeks to contribute to social work knowledge. The proposal will include an understanding of diversity and/or the needs of at-risk populations in the urban environment.

Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
773
Course Title
Fieldwork and Seminar III
Department(s)
Social Work
Description
300-hour supervised internship in a practice area different from Fieldwork and Seminar I and II; advanced standing students enter Fieldwork and Seminar III. Development of advanced integrated social work practice through clinical practice, supervision, administration, research, and policy practice assignments. Integration of classroom content with agency practice.

Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
<table>
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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
774
Course Title
Fieldwork and Seminar IV
Department(s)
Social Work
Description
Students complete 320 hours of fieldwork in a social service agency as arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally sensitive services to diverse urban populations. The Fieldwork Seminar component of this course is designed to integrate classroom content with their agency practice. Students are required to use SBIRT (Screening, Brief Intervention, and Referral to Treatment) with their clients in their field placement unless they are told by their field instructor that they cannot use it or if there are no appropriate opportunities to use it in the field setting. 5 credits.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
775
Course Title
Extended Fieldwork and Seminar IV
Department(s)
Social Work
Description
Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice. PREREQ: SWK 612: Generalist Social Work Practice II and SWK 675: Extended Fieldwork and Seminar III; COREQ: SWK 713: Advanced Social Work Practice in the Urban Environment I and SWK 727: Supervision in Agency-Based Practice PREREQ or COREQ: SWK 707: Understanding Clinical Assessment and Diagnosis
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

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631/654
Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
776
Course Title
Extended Fieldwork and Seminar V
Department(s)
Social Work
Description
Supervised internship of 315 hours, in the same social service agency as in SWK 775, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.PREREQ: SWK 775: Extended Fieldwork and Seminar IV and SWK 713: Advanced Social Work Practice in the Urban Environment ICOREQ: SWK 745: Social Welfare Policy Practice and SWK 729 Administration in Urban Agencies and SWK 714: Advanced Social Work Practice in the Urban Environment II
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
5
5

Overview
Academic Institution
LEH01
Subject area
SWK
Catalog Number
777
Course Title
Extended Fieldwork and Seminar VI
Department(s)
Social Work
Description
Supervised internship of 60 hours, in the same social service agency as in SWK 776, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.PREREQ: SWK 776: Extended Fieldwork and Seminar V and SWK 714: Advanced Social Work Practice in the Urban Environment II
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units
Maximum Units
1
1

Sociology Department
The Sociology Department at Lehman College does not run a graduate program. On a case-by-case basis, the department will enroll students in the Liberal Studies MA program into graduate sections that meet with undergraduate sections of courses.

Speech-Language-Hearing Sci Department
The M.A. program in Speech-Language Pathology prepares students for professional careers as speech-language pathologists. As an accredited program by the American Speech-Language-Hearing Association, graduates meet the academic and clinical education standards established by the American Speech-Language-Hearing Association (ASHA) for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State License in Speech-Language Pathology granted by the New York State Education Department (NYSED). Our graduates pursue professional careers in a wide variety of clinical and educational settings in which they provide services to individuals across the lifespan with a wide range of speech, language and hearing disorders.

Programs
Overview
Institution Code
LEH01
Official Name of Program
Bilingual Speech-Language Pathology
Plan Code
BSP-ADVCRT
Career
Graduate
Department(s) Sponsoring Program
Speech-Language-Hearing Sciences
Degree Designation
Post Master's
Requirements

Overview
Institution Code
LEH01
Official Name of Program
Speech Language Pathology
Plan Code
SPL-MA
Career
Graduate
Department(s) Sponsoring Program
Speech-Language-Hearing Sciences
Degree Designation
MA - Master of Arts
Requirements

Simple Requisites

Advanced Certificate Requirements - Admission Requirements
Type Completion Requirement

Earn a minimum GPA of 3.0
- Master’s degree in Speech-Language Pathology (or equivalent)
- Grade point average of 3.0 or better in the master’s degree

Certification
- Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD)
- Documentation that the applicant received a TSSLD through a New York State approved program or completed the core liberal arts and science courses for the TSSLD (verified through undergraduate and graduate transcripts).

Additional Comments:

Advanced Certificate Requirements - Overall
Type Completion Requirement

Earn at least 15 credits

Additional Comments:

Advanced Certificate Requirements - Speech-Language Pathology Courses
Type Completion Requirement

Complete ALL of the following Courses:
- SPE530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE730 - Externship Practicum

Additional Comments:

Advanced Certificate Requirements - Education Courses
Type Completion Requirement

Fulfill ALL of the following requirements:
Complete ALL of the following Courses:
- ESC759 - Foundations of Bilingual/Bicultural Education
Complete at least 1 of the following courses:
- ESC761 - Teaching English as a New Language, grades 5-12
- EDC709 - Multilingualism in the Classroom, Birth to Grade 6
- EDE709 - Multilingualism in the Classroom Birth to Grade 6
- EDC727 - Teaching English as a New Language in School Settings (Preschool to grade 2)

Additional Comments:

Masters Requirements - Admission Requirements
Type Prerequisite

Earn a minimum GPA of 3.0
- A bachelor’s degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as prerequisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Coursework
Earn at least 18 credits
- Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: SPV 228, SPV 245, SPV 247, SPV 321, SPV 326 or SPV 327, and SPV 349 or the equivalent, to be eligible for admission into the M.A program.

Additional Comments:

Masters Requirements - Master of Arts
Type Completion Requirement

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

Earn at least 63 credits

Certificate of Clinical Competence
- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Additional Comments:
### Masters Requirements - Required Courses

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<th>Completion Requirement</th>
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**Complete ALL of the following Courses:**
- SPE700 - Introduction to Research Methods
- SPE701 - Professional and Ethical Issues in Speech Language Pathology
- SPE705 - Speech Science
- SPE717 - Neuroanatomy and Physiology for Communication Disorders
- SPE718 - Phonology and Articulation
- SPE719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE721 - Early Childhood Language Disorders
- SPE722 - Language Disorders in School-Age Children and Adolescents
- SPE723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE726 - Aphasia and Related Disorders
- SPE727 - Voice Disorders
- SPE729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE730 - Externship Practicum
- SPE734 - Diagnostic Practicum
- SPE736 - Motor Speech Disorders
- SPE739 - Dysphagia

**Additional Comments:**
- SPE 729: 2 semesters, 3 credits each.
- SPE 730: 2 semesters, 3 credits each.
- SPE 734: 2 semesters, 3 credits each.

### Masters Requirements - Elective Courses

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<th>Completion Requirement</th>
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**Earn at least 6 credits from the following:**
- SPE703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE709 - Speech-Language Pathology in Educational Settings
- SPE711 - Counseling in Speech-Language Pathology
- SPE714 - Topics in Speech-Language Pathology
- SPE735 - Seminar in Speech-Language Pathology
- SPE748 - Augmentative and Alternative Communication (AAC)
- SPE754 - Medical Speech Language Pathology
- SPE755 - Autism Spectrum Disorders and Related Disorders
- SPE756 - Advanced Clinical Methods and Writing
- SPE757 - Topics in Early Intervention
- SPE758 - Global Initiatives in Speech-Language Pathology
- SPE796 - Independent Study
- SPE799 - Thesis Seminar

**Additional Comments:**
- SPE 714 and SPE 735 may be taken up to three times covering different topics.
Overview
Institution Code
LEH01
Official Name of Program
Speech Language Pathology
Plan Code
TS-MA
Career
Graduate
Degree Designation
MA - Master of Arts

Requirements
Simple Requisites
Masters Requirements - Admission Requirements
Type
Prerequisite
Earn a minimum GPA of 3.0
- A bachelor’s degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as prerequisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work
Earn at least 18 credits
Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: 1056131 - Missing course, 1055941 - Missing course, 1055961 - Missing course, 1056061 - Missing course, 1056111 - Missing course or the equivalent, to be eligible for admission into the M.A program.

Recommendation & Interview
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

Additional Comments:
Masters Requirements - Master of Arts
Type
Completion Requirement

Overview
Institution Code
LEH01
Official Name of Program
Speech Language Pathology with Bilingual Extension
Plan Code
TSB-MA
Career
Graduate
Degree Designation
MA - Master of Arts

Requirements
Simple Requisites
Masters Requirements - Admission Requirements
Type
Prerequisite
Earn a minimum GPA of 3.0
- A bachelor’s degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as prerequisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work
Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: 1056131 - Missing course, 1055941 - Missing course, 1055961 - Missing course, 1056061 - Missing course, 1056111 - Missing course or the equivalent, to be eligible for admission into the M.A program.

Recommendation & Interview
- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

Test Scores
- Submission of Graduate Record Examination (GRE) scores taken within five years.
- Passing score on the Bilingual Education Assessment in a language of proficiency other than English.

Additional Comments:
Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE729 Clinical Practicum (two semesters) and for enrollment in SPE730 Externship Practicum (two semesters).

Earn at least 63 credits

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians.
- Matriculated students must attend two full-day professional development seminars with proof of certification of attendance.

Masters Requirements - Required Courses

Type
Complete ALL of the following Courses:

- SPE700 - Introduction to Research Methods
- SPE701 - Professional and Ethical Issues in Speech Language Pathology
- SPE705 - Speech Science
- SPE707 - Neuroanatomy and Physiology for Communication Disorders
- SPE718 - Phonology and Articulation
- SPE719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE721 - Early Childhood Language Disorders
- SPE722 - Language Disorders in School-Age Children and Adolescents
- SPE723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE726 - Aphasia and Related Disorders
- SPE727 - Voice Disorders
- SPE729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE730 - Externship Practicum
- SPE734 - Diagnostic Practicum
- SPE736 - Motor Speech Disorders
- SPE729 Clin Prac & Semi Spch Lang Pat: 2 semesters, 3 credits each.
- SPE730 Externship Practicum: 2 semesters, 3 credits each.
- SPE734 Diagnostic Practicum: 2 semesters, 3 credits each.

Additional Comments:

Masters Requirements - Master of Arts

Type
Complete ALL of the following Courses:

- SPE530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE700 - Introduction to Research Methods
- SPE701 - Professional and Ethical Issues in Speech Language Pathology
- SPE703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE705 - Speech Science
- SPE717 - Neuroanatomy and Physiology for Communication Disorders
- SPE718 - Phonology and Articulation
- SPE719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE721 - Early Childhood Language Disorders
- SPE722 - Language Disorders in School-Age Children and Adolescents
- SPE723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE726 - Aphasia and Related Disorders
- SPE727 - Voice Disorders
- SPE729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE730 - Externship Practicum

Lehman College

Masters Requirements - Required Courses

Type
Complete ALL of the following Courses:

- SPE700 - Introduction to Research Methods
- SPE701 - Professional and Ethical Issues in Speech Language Pathology
- SPE705 - Speech Science
- SPE707 - Neuroanatomy and Physiology for Communication Disorders
- SPE718 - Phonology and Articulation
- SPE719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE721 - Early Childhood Language Disorders
- SPE722 - Language Disorders in School-Age Children and Adolescents
- SPE723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE726 - Aphasia and Related Disorders
- SPE727 - Voice Disorders
- SPE729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE730 - Externship Practicum

Earn at least 72 credits

Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE729 Clinical Practicum (two semesters) and for enrollment in SPE730 Externship Practicum (two semesters).

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients.
- Matriculated students must attend two professional development seminars with proof of certification of attendance.

Additional Comments:
### Masters Requirements - Elective Courses

**Type**
Completion Requirement

**Earn at least 6 credits from the following:**
- SPE703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE709 - Speech-Language Pathology in Educational Settings
- SPE711 - Counseling in Speech-Language Pathology
- SPE714 - Topics in Speech-Language Pathology
- SPE735 - Seminar in Speech-Language Pathology (AAC)
- SPE754 - Medical Speech Language Pathology
- SPE755 - Autism Spectrum Disorders and Related Disorders
- SPE756 - Advanced Clinical Methods and Writing
- SPE757 - Topics in Early Intervention
- SPE758 - Global Initiatives in Speech-Language Pathology
- SPE796 - Independent Study
- SPE799 - Thesis Seminar
- SPE714 Topics in Speech-Language Pathology and SPE735 Speech-Language Pathology may be taken up to three times covering different topics.

### Masters Requirements - Education Courses

**Type**
Completion Requirement

**Fulfill ANY of the following requirements:**
- ESC759 - Foundations of Bilingual/Bicultural Education
- ESC761 - Teaching English as a New Language, grades 5-12
- EDC709 - Multilingualism in the Classroom, Birth to Grade 6
  OR EDE709 - Multilingualism in the Classroom Birth to Grade 6
- EDC727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
  OR EDE727 - Teaching English as a New Language, Grades 1 to 6

**Earn at least 6 credits from the following:**
- EDC709 - Multilingualism in the Classroom, Birth to Grade 6
- EDC711 - Counseling in Speech-Language Pathology
- EDC714 - Topics in Speech-Language Pathology
- EDC735 - Seminar in Speech-Language Pathology
- EDC748 - Augmentative and Alternative Communication (AAC)
- EDC754 - Medical Speech Language Pathology
- EDC755 - Autism Spectrum Disorders and Related Disorders
- EDC756 - Advanced Clinical Methods and Writing
- EDC757 - Topics in Early Intervention
- EDC758 - Global Initiatives in Speech-Language Pathology
- EDC796 - Independent Study
- EDC799 - Thesis Seminar

### Masters Requirements - Clinical Training Sequence

**Type**
Completion Requirement

**1st Semester Clinical Practicum**
Fulfill ALL of the following requirements:

Complete ALL of the following Courses:
- SPE729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

**PREREQ**
Complete ALL of the following Courses:
- SPE718 - Phonology and Articulation
- SPE721 - Early Childhood Language Disorders
- SPE722 - Language Disorders in School-Age Children and Adolescents
- SPE725 - Diagnostic and Clinical Methods in Speech-Language Pathology

Plus PREREQ/COREQ

Additional Comments:
Complete ALL of the following Courses:

- SPE726 - Aphasia and Related Disorders
- SPE734 - Diagnostic Practicum

SPE734 Diagnostic Practicum: OPTIONAL

2nd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE729 - Clinical Practicum and Seminar in Speech-Language Pathology

May be repeated for up to 9 credits.

PREREQ

Complete ALL of the following Courses:

- SPE718 - Phonology and Articulation
- SPE721 - Early Childhood Language Disorders
- SPE722 - Language Disorders in School-Age Children and Adolescents
- SPE725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE726 - Aphasia and Related Disorders
- SPE734 - Diagnostic Practicum

SPE734 Diagnostic Practicum: OPTIONAL

- And successful completion with a grade of B or better in first semester SPE729 Clin Prac & Semi Spch Lang Pat practicum.

3rd Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE730 - Externship Practicum
- SPE734 - Diagnostic Practicum

SPE730 Externship Practicum: May be repeated for up to 9 credits.

SPE734 Diagnostic Practicum: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE729 Clin Prac & Semi Spch Lang Pat and at least one semester of SPE734 Diagnostic Practicum.

4th Semester Clinical Practicum

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- SPE730 - Externship Practicum
- SPE734 - Diagnostic Practicum

SPE730 Externship Practicum: May be repeated for up to 9 credits.

SPE734 Diagnostic Practicum: OPTIONAL

PREREQ

- Successful completion of two semesters of SPE729 Clin Prac & Semi Spch Lang Pat and at least one semester of SPE734 Diagnostic Practicum.
Masters Requirements - Practica Grading

Completion Requirement

No student will advance to a second clinical practicum (SPE729 Clin Prac & Semi Spch Lang Pat), to a diagnostic practicum (SPE734 Diagnostic Practicum), or to a clinical and classroom externship (SPE730 Externship Practicum) unless he/she earns a grade of B or better in the previous clinical practicum experience. If a student receives a practicum grade of B- or lower, he/she must re-enroll in the practicum course and earn a minimum grade of B. The student is permitted to enroll in only one additional graduate course during the semester in which he/she is retaking a practicum course. In order to continue in the program, students cannot receive two final grades of B- or less, or INC or W, or any combination of these grades in either SPE729 Clin Prac & Semi Spch Lang Pat or SPE730 Externship Practicum.
Overview
Academic Institution
LEH01
Subject area Catalog Number
SPE 701
Course Title
Professional and Ethical Issues in Speech Language Pathology
Department(s)
Speech-Language-Hearing Sciences
Description
Professional and ethical issues surrounding the practice of speech-language pathology. Topics include ethics, preparation for the workforce, workplace issues, and billing and reimbursement.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
Minimum Units Maximum Units
1 1

Overview
Academic Institution
LEH01
Subject area Catalog Number
SPE 703
Course Title
Theory and Application of Bilingualism to Speech Language Pathology
Department(s)
Speech-Language-Hearing Sciences
Description
Theories of bilingualism and language learning; psycholinguistic and sociolinguistic impact of bilingualism, bidialectalism and biculturalism on education, prevention, assessment and treatment of children, adolescents and adults with communication disorders. Emphasis will be placed on academic challenges, methods for assessing and direct teaching English language arts, literacy, and other content areas to English language learners. This course places emphasis on the multicultural and multilingual differences in the analysis and application of linguistic theory.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits
Minimum Units Maximum Units
3 3
Overview
Academic Institution
LEH01
Subject area SPE
Catalog Number 705
Course Title Speech Science
Department(s) Speech-Language-Hearing Sciences
Description An examination of normal speech and voice production and the clinical application of speech science principles to diagnosis and treatment. Emphasis will be placed upon the importance of augmenting clinical perceptions with objective physiologic and acoustic measures of speech and voice. Clinical applications of biofeedback will be discussed.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
Minimum Units 2
Maximum Units 2
**Overview**

**Academic Institution**
LEH01

**Subject area**
SPE

**Catalog Number**
709

**Course Title**
Speech-Language Pathology in Educational Settings

**Department(s)**
Speech-Language-Hearing Sciences

**Description**
Management of speech-language-hearing services in Pre-k, elementary, middle and high schools including models of service delivery, documentation, collaboration with other school professionals, and compliance with federal and state mandates. Inclusion of multicultural and multilingual perspectives in special education and best practices for the delivery of effective content-related services.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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**Overview**

**Academic Institution**
LEH01

**Subject area**
SPE

**Catalog Number**
711

**Course Title**
Counseling in Speech-Language Pathology

**Department(s)**
Speech-Language-Hearing Sciences

**Description**
Examination of best practices in counseling individuals who have communication disorders and their families. Inclusion of theoretical frameworks for providing counseling services, core counseling skills that transcend specific approaches, and the decision-making process when counseling clients and their families in a variety of contexts. Focus on experiential learning and the application of counseling skills to hypothetical situations including hospitals, schools, early intervention, and private practice.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

**Credits**

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Lehman College
Overview
Academic Institution
LEH01
Subject area SPE
Course Title Topics in Speech-Language Pathology
Department(s) Speech-Language-Hearing Sciences
Description Selected topics in speech-language pathology.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area SPE
Course Title Neuroanatomy and Physiology for Communication Disorders
Department(s) Speech-Language-Hearing Sciences
Description An in-depth understanding and knowledge of the neuroanatomy and physiology of the nervous system with special emphasis on the neural correlates of human communication. Focus is on the gross anatomy of the nervous system, specifically the brain as well as neurological concepts and principles.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area SPE
Catalog Number 718
Course Title Phonology and Articulation
Department(s) Speech-Language-Hearing Sciences
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.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area SPE
Catalog Number 719
Course Title Audiology and Aural Rehabilitation for the Speech-Language Pathologist
Department(s) Speech-Language-Hearing Sciences
Description Audiological assessment and aural rehabilitation of children and adults with hearing loss for the speech-language pathologist. Course content includes auditory skills development, communication and listening skills impacted by hearing loss and auditory processing disorders, hearing screening across the lifespan, amplification, and auditory training.
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required

Credits
<table>
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</table>
Early Childhood Language Disorders

**Course Title:** Early Childhood Language Disorders

**Department(s):** Speech-Language-Hearing Sciences

**Description:** Assessment of and intervention with infants, toddlers, and preschool-aged children with language and communication disorders. Emphasis on multicultural and multilingual differences, the role of families and caregivers, interdisciplinary views of children with language and communication challenges, and social-emotional and cognitive development related to early childhood language and communication disorders. Focus on communicative processes, phonology, syntax, semantics, narrative skills, pragmatics, emergent literacy, and the environmental effects on language development. Assessment and intervention for children, including autism spectrum, intellectual disabilities, and specific language impairment.

**Academic Career:** Graduate

**Liberal Arts:** No

**Permission Type:** Department Consent Required

**Minimum Units:** 3

**Maximum Units:** 3

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Language Disorders in School-Age Children and Adolescents

**Course Title:** Language Disorders in School-Age Children and Adolescents

**Department(s):** Speech-Language-Hearing Sciences

**Description:** Language disorders and the cognitive/linguistic processes involved in learning and in-class performance of listening, speaking, reading, and writing; emphasis on the similarities and differences between spoken and written language and the relationship between oral and written language disorders. PREREQ: SPE 721.

**Academic Career:** Graduate

**Liberal Arts:** No

**Permission Type:** Department Consent Required

**Minimum Units:** 3

**Maximum Units:** 3
Overview
Academic Institution  
LEH01
Subject area  
SPE
Catalog Number  
723
Course Title  
The Nature, Diagnosis, and Treatment of Fluency Disorders
Department(s)  
Speech-Language-Hearing Sciences
Description  
Assessment and intervention with toddlers, preschool-aged children, school-aged children, and adults with fluency disorders. Current theories and research related to the onset and development of fluency disorders across the lifespan. Case studies related to the connection between theory and practice. Emphasis is placed on multicultural and multilingual differences in assessment and intervention.
Academic Career  
Graduate
Liberal Arts  
No
Permission Type  
Department Consent Required

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Overview
Academic Institution  
LEH01
Subject area  
SPE
Catalog Number  
725
Course Title  
Diagnostic and Clinical Methods in Speech-Language Pathology
Department(s)  
Speech-Language-Hearing Sciences
Description  
Assessment of articulation, phonology, voice, language, and other communicative disorders of preschool children, school-aged children, adolescents, and adults including clients from multilingual and multicultural backgrounds. An emphasis is placed on clinical writing for diagnostic evaluations and treatment planning and delivery.
Academic Career  
Graduate
Liberal Arts  
No
Permission Type  
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
SPE
Catalog Number
726
Course Title
Aphasia and Related Disorders
Department(s)
Speech-Language-Hearing Sciences
Description
Symptoms, etiology, and management of acquired neurogenic language disorders in children and adults receiving services in educational and healthcare settings. Multicultural issues that may affect diagnosis and treatment are emphasized. Technology used in intervention will be discussed.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits
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Overview
Academic Institution
LEH01
Subject area
SPE
Catalog Number
727
Course Title
Voice Disorders
Department(s)
Speech-Language-Hearing Sciences
Description
A review of ventilatory, laryngeal, and supralaryngeal function during voice production; an overview of voice disorders, their classification, characteristics, prevention, diagnosis, and treatment; discussion of resonance-based voice disorders, alaryngeal speech and assistive speech alternatives for the laryngectomee; interpretation of basic physiologic and acoustic measures of voice and study of behavioral and/or medico-surgical intervention techniques.
PREREQS: SPE 705 and SPE 717.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
SPE

**Catalog Number**
728

**Course Title**
Adv Anat Of Spe Mech

**Department(s)**
Speech-Language-Hearing Sciences

**Description**

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
SPE

**Catalog Number**
729

**Course Title**
Clinical Practicum and Seminar in Speech-Language Pathology

**Department(s)**
Speech-Language-Hearing Sciences

**Description**
(May be repeated for up to 9 credits.) Supervised clinical practice in the diagnosis and treatment of speech-language disorders: taking of case histories, reviewing medical, clinical, and educational records, developing treatment plans, providing treatment services, preparing clinical documents, and counseling clients regarding their communication disorder. Seminar in theoretical, evidence-based practices, and issues related to the clinical practice of speech-language pathology.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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Overview

Academic Institution
LEH01
Subject area
SPE
Catalog Number
730
Course Title
Externship Practicum
Department(s)
Speech-Language-Hearing Sciences
Description
Off campus supervised field placements in clinical and classroom setting. Includes instructional and clinical planning, management, case conferencing writing and documenting behavioral goals, objectives, and outcome assessments. Pre-requisite: SPE 718, 721, 722, 723, 725, 726, 729, 734.
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Overview

Academic Institution
LEH01
Subject area
SPE
Catalog Number
734
Course Title
Diagnostic Practicum
Department(s)
Speech-Language-Hearing Sciences
Description
(Must be taken a minimum of two times.) Provides students with clinical experiences in evaluating speech and language disorders of children and adults.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area SPE
Catalog Number 735
Course Title Seminar in Speech-Language Pathology
Department(s) Speech-Language-Hearing Sciences
Description Special topics and issues in speech-language pathology. (Can be taken up to 9 credits covering different topics).
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
Credits

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Overview
Academic Institution
LEH01
Subject area SPE
Catalog Number 736
Course Title Motor Speech Disorders
Department(s) Speech-Language-Hearing Sciences
Description Principles of motor learning in neurotypical individuals and neuropathology. Advanced study of the basic neurological substrates associated with the dysarthrias and apraxia of speech. Differential diagnosis and management of motor speech disorders across the lifespan and exposure to current research literature. Prereq: SPE 717 (Advanced Anatomy, Physiology, and Neurology of Speech) or permission of the Program Director
Academic Career Graduate
Liberal Arts No
Permission Type Department Consent Required
Credits

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Overview
Academic Institution
LEH01
Subject area
SPE
Catalog Number
739
Course Title
Dysphagia
Department(s)
Speech-Language-Hearing Sciences
Description
Review of normal and disordered swallowing function (dysphagia) in adults and children. Overview of instrumented and clinical procedures for the assessment of swallowing function. Focus on multicultural issues and attitudes toward disability, food, and feeding behaviors and their potential impact on children and adults with dysphagia; therapeutic techniques to improve swallowing function in children and adults; multidisciplinary approaches to the management of swallowing disorders in various clinical settings. PREREQ: SPE 717 (Advanced Anatomy, Physiology, and Neurology of Speech) or permission of the Program Director.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
SPE

**Course Title**
Medical Speech Language Pathology

**Department(s)**
Speech-Language-Hearing Sciences

**Description**
Overview of the role of speech-language pathologists in medical settings. Focus on the evaluation and treatment of acquired organic and neurological disorders. Topics include aphasia, traumatic brain injury, laryngectomy, tracheotomy and ventilator dependency, and impairments of cognition, swallowing, and voice across the lifespan. Medical terminology, abbreviations, chart review, and medical writing will be introduced. Pre-req: SPE 717, SPE 726

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
No Special Consent Required

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### Overview

**Academic Institution**
LEH01

**Subject area**
SPE

**Course Title**
Autism Spectrum Disorders and Related Disorders

**Department(s)**
Speech-Language-Hearing Sciences

**Description**
Diagnosis and treatment of individuals with autism spectrum disorder and related disorders of socialization and communication across the life span. An emphasis will be placed on the application of family-centered and culturally competent care for children and adolescents.

**Academic Career**
Graduate

**Liberal Arts**
No

**Permission Type**
Department Consent Required

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Overview
Academic Institution
LEH01
Subject area
SPE
Catalog Number
756
Course Title
Advanced Clinical Methods and Writing
Department(s)
Speech-Language-Hearing Sciences
Description
Advanced techniques in methods and writing for clinical practice. An emphasis will be placed on the documentation needed for professional communication using case studies that include a variety of populations and clinical disorders.
Academic Career
Graduate
Liberal Arts
No
Permission Type
Department Consent Required

Credits

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Overview
Academic Institution
LEH01
Subject area
SPE
Catalog Number
757
Course Title
Topics in Early Intervention
Department(s)
Speech-Language-Hearing Sciences
Description
This course is designed to give students an in-depth understanding of the unique features of service delivery to children from birth to three years of age through Early Intervention. Early Intervention policies, regulations, service delivery models, and documentation will be discussed. The significance of parent training through embedded coaching and counseling, as well as an overview of the assessment and treatment of special populations, such as pediatric feeding, genetic syndromes, will be covered. Pre-req: SPE 721
Academic Career
Graduate
Liberal Arts
No
Permission Type
No Special Consent Required

Credits

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Global Initiatives in Speech-Language Pathology

Students will complete a clinical experience in speech-language pathology in other geographical locations, either foreign or domestic, which serve to expose students to cultural and linguistic clinical experiences beyond the greater NYC area. Focus on the assessment and treatment of a variety of clinical disorders in individuals across the life span within a linguistic and culturally diverse medical or educational setting. Content includes preparation for the study abroad or other domestic location through orientation to the culture, language, and clinical setting and development of culturally-sensitive practices during the on-site training.

Requirements:
- Minimum Units: 3
- Maximum Units: 3

Independent Study

(May be repeated for up to 3 credits.) Directed study under supervision of a member of the faculty. PREREQ: Departmental permission.

Requirements:
- Minimum Units: 1
- Maximum Units: 3

Thesis Seminar

Requirements:
- Minimum Units: 3
- Maximum Units: 3