

Application for Changes in a Currently Registered Program Leading to Certification in Teacher Certification/Educational Leadership

- Institutions offering registered programs leading to teacher certification/education leadership certification must seek and receive approval for the types of proposed changes listed below before implementing the changes.
- For changes in certificate type (e.g., from permanent to professional), please use the appropriate form for registering new programs.
- Establishing an existing program at a new location requires new registration of the program.
- If you have any questions about a proposed change, please call (518) 474-1551.
- Mail one copy of the complete application packet to:

Coordinator
Registration of Teacher Education Programs
Office of College and University Evaluation
Office of Higher Education
Education Building – 5 North Mezzanine
New York State Education Department
89 Washington Avenue, Albany, NY 12234

Program Changes that Require Approval

Changes in Program Content

1. Changes in the program's focus or design (e.g., eliminating childhood education course work in a childhood education program), including a change in the program's major or concentration that changes its focus (e.g., changing a social studies' concentration from history and geography to economics which might result in fewer than 21 credits in history and geography);
2. Adding or eliminating a major or concentration;
3. Altering the liberal arts and science content in a way that impacts the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#);
4. A cumulative curricular change¹ of 1/3 or more of the pedagogical core from the date of the last registered approval of the program;
5. Eliminating a requirement for completion, including an internship, student-teaching, or practicum;

Changes in Program Information

6. A change in award (e.g., from B.S. to B.A.; from Advanced Certificate to M.A.);
7. A change in program title (e.g., from Teaching Students with Disabilities at Childhood Level to Inclusive Childhood Education);
8. A change in format (e.g., from day to evening, from full-time to part-time);
9. A change in delivery mode² (i.e., from traditional format to on-line format of the program);
10. A change in the total number of credits of any certificate or advanced certificate program;
11. Adding/deleting a certificate title (e.g., adding Birth-2 to an existing program leading to Childhood 1-6; adding a 5-6 extension);
12. Discontinuing a program;

Establishing New Programs Based on Existing Registered Programs

13. Combining a registered undergraduate program in the appropriate content area and a registered graduate program leading to teacher certification as a dual degree program (e.g., a B.S. and an M.S. combined as a five-year B.S./M.S.); or
14. Creating a new program from a concentration/track in an existing program.

Note:

¹When a curricular change occurs, the institution must ensure that the revised program meets all the regulatory requirements.

²Please refer to Guidelines for Registering Distance Education Programs.

NEW YORK STATE EDUCATION DEPARTMENT
Office of College and University Evaluation

**Request for Change in a Currently Registered Program
Leading to Certification in Teacher Certification/Educational Leadership**

A. Name of institution: Lehman
College, CUNY

B. Address of institution: 250 Bedford Park Blvd West, Bronx, NY 10468

C. CEO or designee*

Name and title:

Harriet Fayne, Interim Provost

Signature and date:

D. Contact person, if different

Name and title:

Gul Sonmez

Telephone: 718-960-7755

Fax:

E-mail:

Gul.Sonmez@lehman.cuny.edu

E. Current program title:

MS Health

F. Current award:

Pre K-12Teacher, M.S.Ed.

G. Current

HEGIS code: 0837.00

H. Program code:

25951

*THE CEO/CHANCELLOR/PROVOST SHOULD INFORM THIS DEPARTMENT IN WRITING WHEN THERE IS A CHANGE IN THE DESIGNATED PERSON.

I. Current certificate title(s) to which the program leads:

J. CEO or designees* of the participating institutions (only applicable to joint programs)

Name and title:

Signature and date:

Proposed Changes: Check all the proposed changes that apply and provide the information if applicable.

Section I. Changes in Program Content:

Describe and explain the proposed changes; provide a side-by-side comparison of the existing and newly modified programs. **If new courses are being added as part of the noted change(s)**, provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

☐ Changes in the program's focus or design

☐ X Adding or eliminating a major or concentration

Sequence 2 (51 credits) has been eliminated. Please see attached curriculum change document showing existing program and proposed newly modified program.

☐ Altering the liberal arts and science content

☐ A cumulative curricular change of 1/3 or more of the pedagogical core

☐ Eliminating a requirement for completion

Section II. Changes in Program Information

☐ **A change in degree award** (e.g., from B.S. to B.A.)

a) Indicate proposed degree award:

b) Indicate how the program meets Section 3.47 and Section 3.50 of the Regents Rules on degree requirements:

☐ **A change in program title**

Indicate proposed program title:

☐ **A change in format** (e.g., from day to evening, from full-time to part-time)

a) Indicate proposed format:

b) Describe availability of courses and any change in faculty, resources, or support services:

c) For a request to add or change a program format, use the Scheduling Table to show the sequencing and scheduling of courses in the program.

☐ **A change in delivery mode** (e.g., from traditional format to on-line format of the program)

a) Indicate proposed delivery mode:

b) Describe availability of courses and any change in faculty, resources, or support services:

☐ **A change in number of credits**

Indicate the current number of credits:

Indicate proposed number of credits:

☐ **Adding a certificate title** (e.g., adding 5-6 extension)

- a) Indicate certificate title(s) to be added:
- b) Use the Program Chart to indicate how the courses meet the regulatory requirements for the added certificate titles.

☐ **Deleting a certificate title**

Indicate certificate title(s) to be deleted:

☐ **Discontinuing a program**

Indicate a date* to discontinue the program:

*In the event that any students do not complete studies in this/these curriculum(s) by the termination date, it is the responsibility of the institution to request an extension of the registration period for the program or to make other arrangements for those students to complete their studies.

Section III. Establishing New Programs Based on Existing Registered Programs

☐ **Combining two existing programs into a dual degree program***

- a) Indicate program title, degree award, program code, and certificate title(s) (if applicable) of the existing programs:

	Program Title	Degree Award	Program Code	Certificate Titles
Program 1				
Program 2				

- b) Indicate program title, degree award, and certificate title(s) of the proposed dual degree program:

Program Title:

Degree Award:

Certificate Title(s):

- c) List the courses that will be counted toward both degree awards:
- d) Indicate length of time for candidates to complete the proposed program:
- e) Use Scheduling Table to show the sequencing and scheduling of courses in the dual degree program.

*Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual degree program; no degrees or certificates may be issued until the entire dual degree program is completed.

❑ Creating a new program from a concentration/track in an existing program

If the new program is based entirely on existing courses in a registered program, provide the current program name, code, and the following information:

Note: this abbreviated option applies only if a master plan amendment is NOT required and there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the Application for Registration of a New Program form: cover page (page 1), Sample Program Schedule form, and faculty information charts (full-time faculty, part-time faculty, and faculty to be hired);
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program;
- c) Expected impact on existing program;
- d) Adjustments the institution will make to its current resource allocations to support the program; and
- e) Statement confirming that the admission standards and process and evaluation methods are the same as the existing registered program.

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

DEPARTMENT OF HEALTH SCIENCES

Curriculum Change

Name of Program and Degree Award: Health Pre K-12 Teacher, M.S.Ed.

Hegis Number: 0837.00

Program Code: 25951

Effective Term: Fall 2017

1. **Type of Change:** Change in degree requirements and delete Sequence 2

2. **From:**

Health Pre K-12 Teacher, M.S.Ed. Program

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

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

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

~~*Sequence 2 (51 credits). Liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12.*~~

~~**Note: Not expected to be offered 2016-2018*~~

Sequence 3 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.

- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- ~~For Sequence 2 admission, submit scores on the appropriate New York State teacher certification examinations. *Note: Not expected to be offered 2016-2018~~
- For Sequence 3 admission, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health 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 health education program.

Students must complete one of the ~~three~~ sequences outlined below:

Sequence 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA courses (42 credits):

	Credits
HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

HEA electives (9)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3

EDS 701: Or equivalent.

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 708: Culminates in an approved curriculum project	

~~Sequence 2 (51 credits):~~

~~For liberal arts and sciences graduates who lack professional education coursework and who seek initial certification in Health Education Pre K-12. Course and credit requirements are as follows:~~

~~Required HEA courses (12 credits):~~

HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

~~HEA electives (9)~~

~~Courses linking health with teaching strategies (9):~~

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

~~Core Education (12 credits):~~

	Credits
ESC 501 Psychological Foundations of Education	3
ESC 502 Historical Foundations of Education: A Multicultural Perspective	3
-	
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
-	

~~EDR 529 Language, Literacy, and Educational Technology 3~~
~~EDS 701: Or equivalent.~~

~~Student Teaching (6 credits):~~

	Credits
ESC 596 Student Teaching in the Middle and High School Grades	3
ESC 612 Seminar in Secondary and TESOL Student Teaching	3
ESC 596: For pre-service teachers.	

~~Master's Project (3):~~

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
ESC 708: Culminates in an approved curriculum project.	

~~Sequence 2 Note: Not expected to be offered 2014-2016~~

Sequence 3 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA courses (12 credits):

	Credits
HEA 600 Biostatistics	3
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
Culminates in an approved curriculum project	

3. To:

Health Pre K-12 Teacher, M.S.Ed. Program

This program is designed for students seeking a master's degree in Teaching Health Education. Graduates of this program are recommended for New York State Initial or Professional Certification in Health Education (Pre K-12). Students are supervised in their fieldwork and student teaching by faculty members of the Health Education program in the Department of Health Sciences. Advisement is provided by the Graduate Program Director and faculty members of the Health Education Program in the Department of Health Sciences and/or the Department of Middle and High School Education.

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

Sequence 1 (39 credits). Students who already possess New York State certification in a related area and who seek additional certification in Health Education Pre K-12.

Sequence 2 (30 credits). Students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12.

Admission Requirements

- Possess a Bachelor's degree (or its equivalent) from an accredited college or university.
- Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.
- Demonstrate the ability to successfully pursue graduate study by having attained a minimum cumulative undergraduate grade point average of 3.0 or higher.
- Three letters of recommendation and a Personal Goal Statement.
- For Sequence 1 admission, possess New York State teacher certification in an area other than health education.
- For Sequence 2 admission, possess New York State teacher certification in health education.

Degree Requirements

Students must consult with the graduate adviser in the health 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 health education program.

Students must complete one of the two sequences outlined below:

Sequence 1 (39 credits):

For students who already possess New York State certification in another subject and who seek certification in Health Education Pre K-12. Course and credit requirements are as follows:

Required HEA courses (9 credits):

HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

HEA electives (12)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

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

ESC 708: Culminates in an approved curriculum project

Sequence 2 (30 credits):

For students who already possess New York State certification in health education and who seek professional certification in Health Education Pre K-12. The curriculum consists of 30 graduate credits. Course and credit requirements are as follows:

Required HEA courses (9 credits):

	Credits
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3

Health electives (3)

Courses linking health with teaching strategies (9):

	Credits
HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 672 Teaching Strategies for Health: Health Promotion Behaviors	3
HEA 673 Teaching: Strategies for Health: Disease and Disability	3

Special Education (3):

	Credits
ESC 506 Special Needs Education in TESOL and Secondary Settings	3
Or	
EDS 701 Understanding Individuals with Disabilities	3
EDS 701: Or equivalent.	

Student Teaching (3 credits):

	Credits
ESC 595 Internship in Classroom Teaching	1
ESC 611 Seminar in Secondary and TESOL Student Teaching	1
ESC 595: For in-service teachers.	

Master's Project (3):

	Credits
ESC 708 Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3
Culminates in an approved curriculum project	

4. Rationale:

HEA 600 has been dropped from all three sequences. Relevant content of this course has been incorporated into an existing course (HEA 602 Research Methods in Health Education). This is consistent with similar MS Ed Health Teacher programs nation-wide. HEA 600 has been replaced by another health elective. This enables us to increase the number of health content courses (electives) in each sequence so there is more balance between content courses and methods courses.

Sequence 2 (51 credits) has been eliminated. We stopped offering this sequence several years ago. We wish to formally remove it from the bulletin. The sequence was dropped due to very low enrollment. Most schools in the region that employ health teachers require that teachers be certified in not only health but also physical education. There are very limited opportunities for students who do this track as they will end up with only health certification. The majority of our students are in Sequence 1. They are already certified in physical education and are not working toward their health certification in their Master's degree. They will thus be better qualified for openings as PE/Health Teachers in schools.

Sequence 3 (30 credits) has been renamed Sequence 2.

5. Date of departmental approval: October 19, 2016