Hunter College
Hunter College
Chancellor’s University Report – Part A: Academic Matters

Action taken by the Hunter College Senate on January 31, 2018; February 14, 2018; February 28, 2018; March 14, 2018; March 28; 2018.

Part A: Academic Matters

Section AI: Special Actions

AI.1 CHANGES APPROVED TO THE REHABILITATION COUNSELING

Resolved, that following changes approved to the Rehabilitation Counseling Program over the past three years, including:

January 2017, AIII.1 - Change name to: Clinical Rehabilitation Counseling and Mental Health Counseling
April 2014, AIII.3 - Changes in degree program rehab counseling, MSED

And resolved, that these changes were made to align with CACREP accreditation standards for which the program received its accreditation in Summer of 2017,

That the new program be registered with NYSED, inclusive of all previous changes.

AI.2 PROPOSAL FOR A PROGRAM WITHIN EXISTING ACADEMIC STRUCTURES

Childhood Dual Certification in Bilingual Special Education
Hunter College School of Education
A. Purpose and Goals
The proposed Hunter College program in Bilingual Special Education (BSE) leading to dual certification in Childhood Education and Special Education with a Bilingual Extension currently exists as two segregated program areas approved in New York State with NCATE and CEC accreditation. We are seeking to offer a blended Bilingual Special Education Master’s program. The program prepares teachers to work in schools with children who are bilingual and have special needs. The goal is to increase the number of teachers who are able to effectively teach students from culturally, linguistically, and ability diverse backgrounds.

This proposal does not require the development of new courses since students will fill up empty seats in the already existing courses. In the future, if we have sufficient enrollment, we would offer specific sections of these courses in the Bilingual Special Education Program tailored to meet the needs of culturally and linguistically diverse students with special needs.

B. Need and Justification
Currently, among CUNY Schools, only City College and Lehman College offer Master’s programs in Bilingual Special Education. The New York City Department of Education (NYCDOE) has identified Bilingual Special Education as a high needs area and will provide tuition reimbursement (up to 50 credits) for this program. To comply with and properly implement the Individuals with Disabilities Education Act (IDEA) and the regulations of the New York State Commissioner, NYCDOE needs more teachers with bilingual special education training to ensure that all students receive the appropriate, individualized education program in the least restrictive environment consistent with that student's needs.

The Hunter School of Education has been at the forefront of national efforts to improve the preparation of teachers in may disciplinary areas and currently has the faculty expertise to support teacher preparation in the specialization of Bilingual Special Education. The 2014 National Council on Teacher Quality (NCTQ) review of teacher preparation programs, published by U.S. News & World Report, indicates that the Hunter College School of Education offers the greatest breadth of quality across programs in the mid-Atlantic United States and the highest overall ranking in New York State. The School has strong faculty expertise across certification areas, and an exceptional record in preparing students for certification tests.

The proposed Bilingual Special Education Program is built upon three existing programs approved by NYS Education Department (childhood education, bilingual education, and special education). Upon completion of the program sequence, candidates will meet the academic requirements for NYS Certification in Childhood Education and Special Education with a bilingual extension.

C. Student Interest and Enrollment
Due to the growing number of school aged youth in NYCDOE who come from diverse language backgrounds, public and private schools are in desperate need of teachers who are adequately prepared to teach them. In order to increase their skills to meet the language and academic demands of their students and improve their marketability, qualified bilingual individuals at Hunter College can receive a tuition-free degree that leads to certification as a Bilingual Special Educator. The existing programs in Bilingual Education and Special Education are large, high-demand program areas at Hunter College School of Education with 262 teacher candidates and 926 teacher candidates respectively. We anticipate that individuals who meet the bilingual proficiency criteria (Spanish, Mandarin, or French) who also have an interest in Special Education certification would be drawn to a tuition-free 50 credit Bilingual Special Education program. The program will have tuition assistance for a cohort of 15 teacher candidates per year through the NYCDOE and will also have other interested candidates who do not apply for tuition assistance.

Admission Requirements Childhood Bilingual Special Education (Dual Certification)

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor’s degree from an accredited institution with a GPA of at least 3.0; 
or
   A master’s degree from an accredited institution with a GPA of at least 3.5; 
   plus
2. A General Education core in the liberal arts and sciences to include artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a language other than English, scientific and mathematical processes, and written analysis and expression.
3. A personal statement.
4. Completion of a satisfactory writing sample in English and the bilingual language as part of the application process.
5. An on-site writing sample in English the bilingual language and an interview conducted in English and the bilingual language.
6. Two letters of recommendation.
7. Submission of official score report on the Graduate Record Examination (GRE).

D. Curriculum
This is a blended program of two existing programs using the Trans B Childhood Dual Certification and Childhood Bilingual sequence as a model.

Full-time and part-time students participate in classes on the Hunter College campus in the late afternoon and evenings, as well as on weekends. Some classes are offered online and others are offered partially online to allow non-traditional students to participate off campus. Student teaching, however, takes place during the traditional school day in order to provide candidates with multiple age levels of students and a variety of classroom models.

Coursework and assigned sections of Bilingual Special Education Courses will have a strong emphasis on diversity, equity, and inclusion at the Hunter School of Education that promotes effective teaching of culturally and linguistically diverse students. The focus is on development of competencies in coursework and practicum in the following areas:

- Human Development
- Foundations of Special Education
- Language and Literacy
In addition to coursework, a total of 100 hours of fieldwork are embedded within the clinical experience sequence of the courses that includes Supervised Clinical Experiences (Learning Lab) to be taken after foundational and methods courses in general and special education. Teacher candidates then complete two semesters of student teaching during the academic year within New York City Department of Education sites. Teacher candidates who are employed in an approved field site with bilingual learners may use their jobs as practicum combined with additional field experiences at other sites with learners from first through twelfth grade. Teacher candidates receive intensive supervision by experienced bilingual college practicum supervisors and cooperating teachers during both semesters. A weekly practicum seminar is held during the semester that integrates the field experiences with additional theory and practical application. Among the performance outcomes, student teachers are required to submit a teaching portfolio that includes lesson plans and assessment data conducted on one of their learners. There are three in-person visits per semester by the Hunter College supervisors with a three-way conference with the teacher candidate, the Hunter College supervisor and the cooperating teacher.

Required coursework for the Childhood Bilingual Special Education with Dual Certification degree includes the following:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>SPED 781</td>
<td>Reading for Students with Learning Disabilities</td>
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<td>BILED 778</td>
<td>Instruction in the Native Language</td>
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Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
4. Key Course Performance Standards
   a. Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   b. Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

Exit Requirements

1. An overall GPA of 3.0.
2. Complete the Dignity for All Students Act (DASA) workshop.

Course Descriptions from Graduate Catalogue

**BILED 701- Foundations of Bilingual Education**

Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function. *Hours includes Credits 3 plus 5 hrs of fieldwork*
**BILED 711/712/713 - Bilingual Literacy**
This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts. **Credits 2**

**coreq:** BILED 711.50

**BILED 711.5 - Fieldwork in Bilingual Literacy**
This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual middle or high school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. **Credits 1 cr; coreq:** BILED 711/712/713; **Hours 75 hrs**

**BILED 778/768/769 – Instruction Through the Native Language**
To enhance language skills of teacher candidates for the purpose of teaching content areas in and through home language of students (Spanish, French, Mandarin). The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in home language of students (Spanish, French, Mandarin) for the bilingual classroom. **Credits 3**

**BILED 717 - Language Assessment for English Language Learners**
An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students. **Credits 3**

**CEDC 703.50 - Teaching Science in the Elementary School**
For students pursuing dual certification in childhood special education and childhood education. A study of the philosophies and instructional strategies which will enable future educators to teach science to diverse populations in elementary schools. **prereq or coreq:** CEDF 70900

**CEDC 704.50 - Teaching Developmental Reading**
For students pursuing dual certification in childhood special education and childhood education. The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored. **prereq or coreq:** CEDF 709; **Hours includes 10 hrs of fieldwork**
CEDC 705.50 - Mathematics Curriculum and Methods
For students pursuing dual certification in childhood special education and childhood education. An exploration of current thinking about mathematics teaching and learning in the elementary school. Teachers will develop an understanding of the content of school mathematics programs and exemplary curricula and formulate a teaching methodology for the meaningful learning of mathematics. 
prereq or coreq: CEDF 709; Hours includes 10 hrs of fieldwork

HED 715.00- Health Ed for Special Educators
This course presents an overview of health promotion and wellness for childhood special educators. It includes child abuse and neglect, drug education, fire safety, nutrition and fitness, and violence prevention. Credits 1; Hours 15 hrs,

CEDF 709 - Child Development Grades 1-6
Theories and research applied to children’s development. Understanding and working with children from diverse backgrounds to foster optimal growth.
Hours includes 5 hrs of field work

SPED 700.50- Social, Historical, and Philosophical Foundations of General and Special Education
Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

SPED 704.50- Teaching Culturally and Linguistically Diverse Students with Special Needs
This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education. (3 cr) Pre-req: SPED 700

SPED 702.00- Classroom Management in Special Education and Inclusive Settings
Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches.
prereq or coreq: SPED 70000 Hours 45 hours; includes 15 hrs of field experience

SPED 701.00- Assessments of Students with Disabilities
The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities. prereq or coreq: SPED 70000; includes 10 hrs of field experience
SPED 781.00- Reading for Students with Learning Disabilities: Methods 1
Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels.
coreq: SPED 78200; prereq or coreq: SPED 70000 ; Hours Includes 10 hrs of field experience

SPED 723.00- Math for Students with LD
Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations (2 cr)
Pre req: SPED 700

SPED 724.00- Writing for Students with LD
In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process. (2 cr)
Pre req: SPED 700

SPED 777.00- Clinical Teaching Part 1 (Learning Lab)
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Credits 1.5 cr, prereq or coreq: SPED 700.00/SPED 781.00 ; Hours 15 hrs seminar, plus 20 hrs lab,

SPED 777.00- Clinical Teaching Part 2 (Learning Lab)
Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Credits 1.5 cr, prereq: SPED 781/ 777, coreq: SPED 723/SPED 724 Hours 15 hrs seminar, plus 20 hrs lab,

SPED 725.00/.50 - Student Teaching/Practicum Part 1
This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Learning Disabilities and English Language Learners.
Pre-req: SPED 700, SPED 782 & SPED 784
E. Faculty
The primary program faculty coordinating the Childhood Bilingual Special Education Program would be Drs. Jennifer Samson and Brian Collins. Together they have faculty expertise to oversee and teach the courses in the program. In addition, faculty from the department of Special Education, Curriculum & Teaching, and Educational Foundations will be engaged to develop coursework, content, and placement experiences to support the development of bilingual educators. A Bilingual Special Education (BSE) coordinator will consult with program faculty and will be assigned to support teacher candidates in the program and will assist with scheduling and informing the NYCDOE when teacher candidates begin their student teaching/practicum. In addition, the BSE coordinator is the liaison and who will update any changes as necessary.

F. Cost Assessment
Because this program will offer tuition funding this program is not expected to incur costs over and above that expected of other programs. The NYCDOE will fund $475 per credit for programs up to 50 credits for 15 candidates over the course of five years. We anticipate little new cost initially because all courses in this program are existing courses, and students would likely fill empty seats in these courses. If in the future greater numbers of students enter this program, more sections of these courses may need to be offered, but the cost of these new sections will be offset by the increased tuition. However, as with the addition of any new student to a program, additional faculty and staff time in terms of advisement, recruitment, admissions processing, record-keeping, certification advisement, and graduation documentation would be required.

PROGRAM IN CHILDHOOD BILINGUAL SPECIAL EDUCATION
(DUAL CERTIFICATION)

RESOLVED, that the graduate program in Childhood Bilingual Special Education to be offered at Hunter College be approved, effective September 1, 2018.

EXPLANATION: The proposed Master’s Program in Bilingual Special Education consists of 50 credits and will result in a dual certification in childhood education and special education plus a bilingual extension.

This program has emerged in response to demands from students and employers for areas of study that are fill an identified need in New York City Schools. The program prepares teachers to work in schools with and youth who are bilingual and have special needs. The goal is to increase the number of teachers who are able to effectively teach students from culturally, linguistically, and ability diverse backgrounds.

A copy of the full proposal is on file in the CUNY Office of Academic Affairs.
A. Purpose and Goals

The proposed Hunter College program in Adolescent Bilingual Special Education (BSE) leading to certification as an Adolescent Generalist in Special Education with a Bilingual Extension currently exists as two segregated program areas approved in New York State with NCATE and CEC accreditation. We are seeking to offer a blended Adolescent Bilingual Special Education Master’s program. The program prepares teachers to work in schools with youth who are bilingual and have special needs. The goal is to increase the number of teachers who are able to effectively teach students from culturally, linguistically, and ability diverse backgrounds.

This proposal does not require the development of new courses since students will fill up empty seats in the already existing courses. In the future, if we have sufficient enrollment, we would offer specific sections of these courses in the Bilingual Special Education Program tailored to meet the needs of culturally and linguistically diverse students with special needs.

B. Need and Justification

Currently, among CUNY Schools, only City College and Lehman College offer Master’s programs in Bilingual Special Education. The New York City Department of Education (NYCDOE) has identified Bilingual Special Education as a high needs area and will provide tuition reimbursement (up to 50 credits) for this program. To comply with and properly implement the Individuals with Disabilities Education Act (IDEA) and the regulations of the New York State Commissioner, NYCDOE needs more teachers with bilingual special education training to ensure that all students receive an appropriate, individualized education program in the least restrictive environment consistent with that student's needs.

The Hunter School of Education has been at the forefront of national efforts to improve the preparation of teachers in many disciplinary areas and currently has the faculty expertise to support teacher preparation in the specialization of Bilingual Special Education. The 2014 National Council on Teacher Quality (NCTQ) review of teacher preparation programs, published by U.S. News & World Report, indicates that the Hunter College School of Education offers the greatest breadth of quality across programs in the mid-Atlantic United States and the highest overall ranking in New York State. The School has strong faculty expertise across certification areas, and an exceptional record in preparing students for certification tests.
The proposed Adolescent Bilingual Special Education Program is built upon existing programs approved by NYS Education Department (bilingual education and special education). Upon completion of the program sequence, candidates will meet the academic requirements for NYS Certification in Adolescent Special Education with a bilingual extension.

C. Student Interest and Enrollment

Due to the growing number of school aged youth in NYCDOE who come from diverse language backgrounds, public and private schools are in desperate need of teachers who are adequately prepared to teach them. In order to increase teacher skills to meet the language and academic demands of their students and improve their marketability, qualified bilingual individuals at Hunter College can be offered a tuition-free degree that leads to certification as a Bilingual Special Educator. The existing programs in Bilingual Education and Special Education are large, high-demand program areas at Hunter College School of Education with 262 teacher candidates and 926 teacher candidates respectively. We anticipate that individuals who meet the bilingual proficiency criteria (Spanish, Mandarin, or French) and who also have an interest in Special Education certification would be drawn to a tuition-free 50 credit Bilingual Special Education program. The program will have tuition assistance for a cohort of 15 teacher candidates per year through the NYCDOE and will also have other interested candidates who do not apply for tuition assistance.

Admission Requirements Adolescent Bilingual Special Education

1. A bachelor’s degree from an accredited institution with a GPA of at least 3.0 or a master’s degree with a GPA of at least 3.5.
2. A liberal arts or sciences major or interdisciplinary concentration of at least 30 credits.
3. A General Education core in the liberal arts and sciences to include artistic expression, communication, information retrieval, concepts in history and social sciences, humanities, a language other than English, scientific and mathematical processes, and written analysis and expression.
4. A personal statement.
5. Completion of a satisfactory writing sample in English and the bilingual language as part of the application process.
6. An on-site writing sample in English the bilingual language and an interview conducted in English and the bilingual language.
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8. Submission of official score report on the Graduate Record Examination (GRE).

D. Curriculum

This is a blended program of two existing programs using the Trans B Childhood Dual Certification and Childhood Bilingual sequence as a model.

Full-time and part-time students will participate in classes on the Hunter College campus in the late afternoon and evenings, as well as on weekends. Some classes are offered online and others are offered partially online to allow non-traditional students to participate off campus.
Student teaching, however, takes place during the traditional school day in order to provide candidates with multiple age levels of students and a variety of classroom models. Coursework and assigned sections of Bilingual Special Education Courses will have a strong emphasis on diversity, equity, and inclusion that promotes effective teaching of culturally and linguistically diverse students. The focus is on development of competencies in coursework and practicum in the following areas:

- Human Development
- Foundations of Special Education
- Language and Literacy
- Math, Science, & Social Studies
- Assessment
- Positive Behavioral Supports
- Assistive Technology
- Professionalism
- Methods of teaching students with disabilities
- Clinically rich experiences

In addition to coursework, a total of 100 hours of fieldwork are embedded within the clinical experience sequence of the courses that includes Supervised Clinical Experiences (Learning Lab) to be taken after foundational and methods courses in general and special education. Teacher candidates then complete one semester of student teaching during the academic year within New York City Department of Education sites. Teacher candidates who are employed in an approved field site with bilingual learners may use their jobs as practicum combined with additional field experiences at other sites with learners from seventh through twelfth grade. Teacher candidates receive intensive supervision by experienced bilingual college practicum supervisors and cooperating teachers during their field placements. A weekly practicum seminar is held during the semester that integrates the field experiences with additional theory and practical application. Among the performance outcomes, student teachers are required to submit a teaching portfolio that includes lesson plans and assessment data conducted on one of their learners. There are three in-person visits per semester by the Hunter College supervisors with a three-way conference with the teacher candidate, the Hunter College supervisor and the cooperating teacher.

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8. Key Course Performance Standards
   a. Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   b. Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).
Exit Requirements
3. An overall GPA of 3.0.
4. Complete the Dignity for All Students Act (DASA) workshop.

Course Descriptions from Graduate Catalogue

**BILED 701- Foundations of Bilingual Education**
Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function. *Hours includes 5 hrs of fieldwork*

**BILED 711/712/713- Bilingual Literacy**
This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts. *Credits 2 coreq: BILED 71150*

**BILED 711.5- Fieldwork in Bilingual Literacy**
This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual middle or high school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. *Credits 1 cr; coreq: BILED 711/712/713; Hours 75 hrs*

**BILED 778/768/769 – Instruction Through the Native Language**
To enhance language skills of teacher candidates for the purpose of teaching content areas in and through home language of students (Spanish, French, Mandarin). The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in home language of students (Spanish, French, Mandarin) for the bilingual classroom.

**BILED 717- Language Assessment for English Language Learners**
An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

**SPED 700.50- Social, Historical, and Philosophical Foundations of General and Special Education**
Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.
SPED 704.50 - Teaching Culturally and Linguistically Diverse Students with Special Needs
This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education. (3 cr) Pre-req: SPED 700

SPED 701.00 - Assessments of Students with Disabilities
The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities. prereq or coreq: SPED 70000; includes 10 hrs of field experience

SPED 77100 - Methods of Teaching Reading for Adolescents with Learning Disabilities
This course addresses principles, methods, and specially designed instruction for adolescents with learning disabilities, mild/moderate cognitive impairment, and/or behavior disorders. The focus is on developing literacy through all aspects of reading, including: developing comprehension, expanding vocabulary, increasing fluency, utilizing phonics, and refining phonemic awareness. Students will learn strategies that support reading at all levels, including: sound, word, sentence, cross-sentence, text body, and text structure, genre, and across content areas. coreq: SPED 77200 prereq or coreq: SPED 70000 Hours 45 plus 10 field hours Credits 3

SPED 77200 - Supervised Clinical Teaching of Adolescents with Disabilities: Part I
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. coreq: SPED 77100 prereq or coreq: SPED 70000 Hours 30 hours of seminar plus 25 field hours Credits 1.5

SPED 77300 - Math Methods for Adolescents with Disabilities
This course provides information about principles and specific methodologies relevant to instruction of adolescents with learning disabilities in grades 7-12 students in the areas of mathematics. prereq: SPED 77100 and 77200 coreq: SPED 77400 Credits 2

SPED 776 - Writing & Executive Function for Adolescents with Learning Disabilities
This course provides information about principles and specific methodologies relevant to instruction for adolescent students with learning disabilities in the areas of writing and executive function. Credits 2

SPED 77400 - Supervised Clinical Teaching of Adolescents with Disabilities: Part II
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities, mild cognitive impairment, and/or behavior disorders from grades 7–12. Focus on specialized reading instruction, math instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. *prereq: SPED 77100 and 77200 coreq: SPED 77300 Hours 30 hours of seminar plus 31 field hours working with a student*  
*Credits 1.5*

**SPED 77500 - Student Teaching of Adolescents with Learning Disabilities/Practicum**  
Supervised student teaching, providing direct, specially designed instruction for adolescents with learning disabilities, or mild/moderate cognitive impairment, and/or behavior disorders. Weekly seminar and conferencing. Focus on selecting, applying and monitoring instructional and behavioral strategies. Also includes IEP, families and communities.  
*prereq: SPED 70000, 77100, and 77200 Hours 30 hours seminar plus conferences plus 60 days student teaching*  
*Credits 2*

**E. Faculty**  
The primary program faculty coordinating the Adolescent Bilingual Special Education Program would be Drs. Xuchilt Perez, Gina Riley, and Brian Collins. Together they have faculty expertise to oversee and teach the courses in the program. In addition, faculty from the department of Special Education, Curriculum & Teaching, and Educational Foundations will be engaged to develop coursework, content, and placement experiences to support the development of bilingual educators. A Bilingual Special Education (BSE) coordinator will consult with program faculty and will be assigned to support teacher candidates in the program and will assist with scheduling and informing the NYCDOE when teacher candidates begin their student teaching/practicum. In addition, the BSE coordinator is the liaison and who will update any changes as necessary.

**F. Cost Assessment**  
Because this program will offer tuition assistance, funding for this program is not expected to incur costs over and above that expected of other programs. The NYCDOE will fund $475 per credit for programs up to 50 credits for 15 candidates over the course of five years. We anticipate little new cost initially because all courses in this program are existing courses, and students would likely fill empty seats in these courses. If in the future greater numbers of students enter this program, more sections of these courses may need to be offered, but the cost of these new sections will be offset by the increased tuition. However, as with the addition of any new student to a program, additional faculty and staff time in terms of advisement, recruitment, admissions processing, record-keeping, certification advisement, and graduation documentation would be required.

**PROGRAM IN ADOLESCENT BILINGUAL SPECIAL EDUCATION**

**RESOLVED, that the graduate program in Adolescent Bilingual Special Education to be offered at Hunter College be approved, effective September 1, 2018.**
EXPLANATION: The proposed Master’s Program in Adolescent Bilingual Special Education consists of 50 credits and will result in certification in adolescent special education plus a bilingual extension.

This program has emerged in response to demands from students and employers for areas of study that fill an identified need in New York City Schools. The program prepares teachers to work in schools with youth who are bilingual and have special needs. The goal is to increase the number of teachers who are able to effectively teach students from culturally, linguistically, and ability diverse backgrounds.

A copy of the full proposal is on file in the CUNY Office of Academic Affairs.

AI.4 PROPOSAL FOR A PROGRAM WITHIN EXISTING ACADEMIC STRUCTURES

Childhood Single Certification in Bilingual Special Education
Hunter College School of Education
Department of Special Education
HEGIS: 808   SED Code:
Effective Term: FALL 2018

A. Purpose and Goals

The proposed Hunter College program in Bilingual Special Education (BSE) leading to certification in Childhood Special Education with a Bilingual Extension currently exists as two segregated program areas approved in New York State with NCATE and CEC accreditation. We are seeking to offer a blended Bilingual Special Education Master’s program. The program prepares teachers who are already certified to work in schools with children who are bilingual and have special needs. The goal is to increase the number of teachers who are able to effectively teach students from culturally, linguistically, and ability diverse backgrounds.

This proposal does not require the development of new courses since students will fill up empty seats in the already existing courses. In the future, if we have sufficient enrollment, we would offer sections of these courses in the Bilingual Special Education Program tailored to meet the needs of culturally and linguistically diverse students with special needs.

B. Need and Justification

Currently, among CUNY Schools, only City College and Lehman College offer Master’s programs in Bilingual Special Education. The New York City Department of Education (NYCDOE) has identified Bilingual Special Education as a high needs area and will provide tuition reimbursement (up to 50 credits) for this program. To comply with and properly implement the Individuals with Disabilities Education Act (IDEA) and the
regulations of the New York State Commissioner, NYDOE needs more teachers with bilingual special education training to ensure that all students receive an appropriate, individualized education program in the least restrictive environment consistent with that student's needs.

The Hunter School of Education has been at the forefront of national efforts to improve the preparation of teachers in many disciplinary areas and currently has the faculty expertise to support teacher preparation in the specialization of Bilingual Special Education. The 2014 National Council on Teacher Quality (NCTQ) review of teacher preparation programs, published by U.S. News & World Report, indicates that the Hunter College School of Education offers the greatest breadth of quality across programs in the mid-Atlantic United States and the highest overall ranking in New York State. The School has strong faculty expertise across certification areas, and an exceptional record in preparing students for certification tests.

The proposed Childhood Bilingual Special Education Program is built upon existing programs approved by NYS Education Department (bilingual education, and special education). Upon completion of the program sequence, candidates will meet the academic requirements for NYS Certification in Childhood Special Education with a bilingual extension.

C. Student Interest and Enrollment

Due to the growing number of school aged youth in NYDOE who come from diverse language backgrounds, public and private schools are in desperate need of teachers who are adequately prepared to teach them. In order to increase teacher skills to meet the language and academic demands of their students and improve their marketability, qualified bilingual individuals at Hunter College can receive a tuition-free degree that leads to certification as a Bilingual Special Educator. The existing programs in Bilingual Education and Special Education are large, high-demand program areas at Hunter College School of Education with 262 teacher candidates and 926 teacher candidates respectively. We anticipate that individuals who meet the bilingual proficiency criteria (Spanish, Mandarin, or French) and who also have an interest in Special Education certification would be drawn to a tuition-free 37 credit Bilingual Special Education program. The program will have tuition assistance for a cohort of 15 teacher candidates per year through the NYDOE and will also have other interested candidates who do not apply for tuition assistance.

Admission Requirements Childhood Bilingual Special Education (Single Certification) Program 2
For applicants who hold NYS Childhood or PreK-6 Certification

1. A bachelor’s degree from an accredited institution with a GPA of at least 3.0;
   or
   A master’s degree from an accredited institution with a GPA of at least 3.5;
2. NYS initial or professional certification in Childhood Education Grades 1-6 or PreK-grade 6. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 71500, a one credit course covering these topics.
3. A personal statement.
4. Completion of a satisfactory writing sample in English and the bilingual language as part of the application process.
5. An on-site writing sample in English the bilingual language and an interview conducted in English and the bilingual language.
6. Two letters of recommendation.
7. Submission of official score report on the Graduate Record Examination (GRE).

D. Curriculum

This is a blended program of two existing programs using the Trans B Childhood Dual Certification and Childhood Bilingual sequence as a model. Full-time and part-time students participate in classes on the Hunter College campus in the late afternoon and evenings, as well as on weekends. Some classes are offered online and others are offered partially online to allow non-traditional students to participate off campus. Student teaching, however, takes place during the traditional school day over two semesters in order to provide candidates with multiple age levels of students and a variety of classroom models.

Coursework and assigned sections of Bilingual Special Education Courses will have a strong emphasis on diversity, equity, and inclusion that promotes effective teaching of culturally and linguistically diverse students. The focus is on development of competencies in coursework and practicum in the following areas:

- Human Development
- Foundations of Special Education
- Language and Literacy
- Math, Science, & Social Studies
- Assessment
- Positive Behavioral Supports
- Assistive Technology
- Professionalism
- Methods of teaching students with disabilities
- Clinically rich experiences

In addition to coursework, a total of 100 hours of fieldwork are embedded within the clinical experience sequence of the courses that includes Supervised Clinical Experiences (Learning Lab) to be taken after foundational and methods courses in general and special education. Teacher candidates then complete one semester of student teaching during the academic year within New York City Department of Education sites. Teacher candidates who are employed in an approved field site with bilingual learners may use their jobs as practicum combined with additional field experiences at other sites with learners from first through twelfth grade. Teacher candidates receive intensive supervision by experienced bilingual college practicum supervisors and cooperating teachers during both semesters. A weekly practicum seminar is held during the semester that integrates the field experiences with additional theory and practical application. Among the performance outcomes, student teachers are required to submit a teaching portfolio that includes lesson plans and assessment data conducted on one of their learners. There are three in-
person visits per semester by the Hunter College supervisors with a three-way conference with the teacher candidate, the Hunter College supervisor and the cooperating teacher.

Required coursework for the Childhood Bilingual Special Education degree includes the following:

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<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<td>SPED 700.50</td>
<td>Social, Historical, and Philosophical Foundations of General and Special Education</td>
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<tr>
<td>SPED 704.50</td>
<td>Teaching Culturally and Linguistically Diverse Students with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>SPED 701</td>
<td>Assessment of Students with Special Needs</td>
<td>3</td>
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<td>SPED 702</td>
<td>Classroom management in Special Education and Inclusive Settings</td>
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<td>SPED 781</td>
<td>Reading for Students with Learning Disabilities</td>
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<td>SPED 723</td>
<td>Math for Students with Learning Disabilities</td>
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<td>Writing for Students with Learning Disabilities</td>
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<td>Supervised Clinical Teaching of Students with Disabilities Part 1</td>
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<td>SPED 725.50</td>
<td>Student Teaching/Supervised Practicum</td>
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<td>BILED 701</td>
<td>Foundations of Bilingual Education</td>
<td>3</td>
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<tr>
<td>BILED 711/712/713 711.50</td>
<td>Bilingual Literacy</td>
<td>3</td>
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<td>BILED 717</td>
<td>Language Assessment for ELLS</td>
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<td>BILED 778</td>
<td>Instruction in the Native Language</td>
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Progress Standards

9. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
10. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
11. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
12. Key Course Performance Standards
a. Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
b. Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

Exit Requirements

5. An overall GPA of 3.0.
6. Must maintain a valid and appropriate NYS certification.
7. Complete the Dignity for All Students Act (DASA) workshop.

Course Descriptions from Graduate Catalogue

**BILED 701- Foundations of Bilingual Education**
Historical overview of bilingual education and its relationship to ESL instruction. Emphasis is placed on social and linguistic theories underlying bilingual instructional models and the political context in which they function. *Hours includes 5 hrs of fieldwork*

**BILED 711/712/713- Bilingual Literacy**
This course will focus on the development of literacy skills among students for whom English is a second language based on the New York State English Language Arts Standards. The emphasis will be on L1 and L2 literacy using both narrative and expository text as well as the arts. *Credits 2 coreq: BILED 71150*

**BILED 711.5- Fieldwork in Bilingual Literacy**
This fieldwork will help students develop observation skills and acquire practical knowledge of the design and management of bilingual literacy instruction and the classroom environment. Teacher candidates will apply theory to practice in their work with individuals and small groups. Six hrs per week of fieldwork in a bilingual middle or high school or program. Students who receive a grade of B-, C+ or C must apply to the department chairperson for permission to preregister for this course, which may be repeated only once. Students who receive a grade of F may not repeat the course and may not continue in the program. *Credits 1 cr; coreq: BILED 711/712/713; Hours 75 hrs*

**BILED 778/768/769 – Instruction Through the Native Language**
To enhance language skills of teacher candidates for the purpose of teaching content areas in and through home language of students (Spanish, French, Mandarin). The academic language needed to teach content areas will be emphasized. Teacher candidates will develop, adapt and revise curriculum materials in home language of students (Spanish, French, Mandarin) for the bilingual classroom.

**BILED 717- Language Assessment for English Language Learners**
An in-depth treatment of key concepts, issues, and classroom procedures for assessing English language learners, integrating key notions of assessment and measurement with second language acquisition theory and current practices in the assessment of linguistically, culturally, and ethnically diverse students.

**SPED 700.50- Social, Historical, and Philosophical Foundations of General and Special Education**
Current and historical views of individuals with disabilities; legal, social, and educational perspectives; definition of populations; effects of disabilities on social, emotional and psychological development. Review of issues and themes in the social foundations of general and special education viewed from an interdisciplinary perspective that accounts for race, culture, class, language, gender, and disability.

**SPED 704.50- Teaching Culturally and Linguistically Diverse Students with Special Needs**
This course is a review of the historical, social, and legal foundations of education as it pertains to special education, education of students including those with limited proficiency in English, and multicultural backgrounds. It is an overview of issues and best practices for teaching students from culturally and linguistically diverse backgrounds who have historically been underserved in educational systems due to language, race, class, or social status within the context of special education. (3 cr) Pre-req: SPED 700

**SPED 701.00- Assessments of Students with Disabilities**
The study of processes and procedures used in the psycho-educational assessment of children with disabilities. Uses and limitations of assessment measures and procedures. Practice in use of selected tests for students, both those suspected of having disabilities and those with identified disabilities. prereq or coreq: SPED 70000; includes 10 hrs of field experience

**SPED 781.00- Reading for Students with Learning Disabilities: Methods 1**
Principles, methods, and specially designed instruction for students with learning disabilities or mild/moderate mental retardation. Focus on developing literacy, including early reading (conventions of print, phonemic awareness, word recognition) fluency, vocabulary development, graphic organizing, and comprehension at the sentence, cross-sentence and text-structure levels. coreq: SPED 78200; prereq or coreq: SPED 70000; Hours Includes 10 hrs of field experience

**SPED 724.00- Writing for Students with LD**
In this course, teacher candidates learn methods for teaching all aspects of writing to children with learning disabilities using various research-based approaches that include: letter formation, handwriting, spelling, sentence structures, paragraph building, essay writing, and the writing process. (2 cr) Pre req: SPED 700

**SPED 723.00- Math for Students with LD**
Principles, methods, and specially designed mathematics instruction for students with learning disabilities or mild/moderate intellectual disabilities. Focus on concept development, concrete materials, procedural learning, memory strategies and compensations (2 cr)
Pre req: SPED 700

SPED 777.00- Clinical Teaching Part 1 (Learning Lab)
On-site supervised practicum, providing intensive specially designed instruction for students with learning disabilities or mild mental retardation from grades 1–6. Focus on specialized reading instruction, active engagement, structuring, sequencing, on-going assessment, family, culture, and school relations. Videotape and computer use. Credits 1.5 cr coreq: SPED 78100; prereq or coreq: SPED 70000; Hours 15 hrs seminar, plus 20 hrs lab,

SPED 702.00- Classroom Management in Special Education and Inclusive Settings
Develops skill in using a variety of approaches to ameliorate classroom management problems of students with disabilities affecting learning and behavior. Includes behavior modification methods, communication strategies, and psycho-educational approaches. 
prereq or coreq: SPED 70000 Hours 45 hours; includes 15 hrs of field experience

SPED 777.00- Clinical Teaching Part 2 (Learning Lab)
Continuation of on-site supervised practicum, providing intensive, specially designed instruction for students with learning disabilities or mild/moderate mental retardation from grades 1–6. Focus on written expression: writing process, handwriting, spelling, sentence and text structure. Ongoing focus on family, community and school. Videotape and computer use. Credits 1.5 cr prereq: SPED 781/782 coreq: SPED 723/SPED724 Hours 15 hrs seminar, plus 20 hrs lab,

SPED 725.00/.50 - Student Teaching/Practicum Part 1
This student teaching seminar and supervision are intended to provide supported teaching experience through the exploration of methods for differentiation. Teacher candidates will learn how to address the needs of a diverse learning group, including but not limited to students with Learning Disabilities and English Language Learners.
Pre-req: SPED 700, SPED 777 & SPED 777

E. Faculty
The primary program faculty coordinating the Childhood Bilingual Special Education Program would be Drs. Jennifer Samson and Brian Collins. Together they have faculty expertise to oversee and teach the courses in the program. In addition, faculty from the department of Special Education, Curriculum & Teaching, and Educational Foundations will be engaged to develop coursework, content, and placement experiences to support the development of bilingual educators. A Bilingual Special Education (BSE) coordinator will consult with program faculty and will be assigned to support teacher candidates in the program and will assist with scheduling and informing the NYCDOE when teacher candidates begin their student teaching/practicum. In addition, the BSE coordinator is the liaison and who will update any changes as necessary.

F. Cost Assessment
Because this program will offer tuition funding for his program is not expected to incur costs over and above that expected of other programs. The NYCDOE will fund $475 per credit for programs up to 37 credits for 15 candidates over the course of five years. We anticipate little new cost initially because all courses in this program are existing courses, and students would likely fill empty seats in these courses. If in the future greater numbers of students enter this program, more sections of these courses may need to be offered, but the cost of these new sections will be offset by the increased tuition. However, as with the addition of any new student to a program, additional faculty and staff time in terms of advisement, recruitment, admissions processing, record-keeping, certification advisement, and graduation documentation would be required.

PROGRAM IN CHILDHOOD BILINGUAL SPECIAL EDUCATION
(SINGLE CERTIFICATION)

RESOLVED, that the graduate program in Childhood Bilingual Special Education to be offered at Hunter College be approved, effective September 1, 2018.

EXPLANATION: The proposed Master's Program in Bilingual Special Education consists of 37 credits and will result in certification in special education plus a bilingual extension.

This program has emerged in response to demands from students and employers for areas of study that are fill an identified need in New York City Schools. The program prepares teachers to work in schools with and youth who are bilingual and have special needs. The goal is to increase the number of teachers who are able to effectively teach students from culturally, linguistically, and ability diverse backgrounds.

A copy of the full proposal is on file in the CUNY Office of Academic Affairs.

Al.5 Combined Teacher of Blind and Visually Impaired (BVI-MSED and Orientation and Mobility (MSED/AC)

Department of Special Education
For students preparing for careers in Special Education
HEGIS Code: 814
NYSED Program Code:
Contact Person: Dr. Ellen Trief
Anticipated date of implementation: Fall 2018

Purpose and Goals

BVI-MSED is the short program for preparing students who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS for the NYS teaching credential: Teachers of the Blind and Visually Impaired to teach learners who are blind or visually impaired.
Graduates from this program teach in diverse PreK-12 settings including residential schools for the blind, classroom programs and itinerant teaching settings in public and private schools.

We are seeking to allow applicants eligible to apply to the BVI-MSED program the additional choice of applying to a combined Master’s Degree program in both BVI-MSED and the Advanced Certificate program in Orientation and Mobility (MSED/AC), for the following reasons:

1. the recognition that local education agencies exhibit a hiring preference for teachers who are dually certified as both Teachers of Learners with Visual Impairment and Orientation and Mobility Specialists; and

2. the desire to streamline the process for acquiring dual certification through Hunter. Currently, students must first graduate and then reapply for the O&M Advanced Certificate program.

No course revisions will be needed. Students will be able to complete the coursework for both certifications within two and a half years. The same amount of time currently required to complete the Master’s Degree in Blind and Visually Impaired-Long Program.

**Need and Justification**

All local education agencies need both teachers of the blind and visually impaired and orientation and mobility (O&M) specialists to meet the O&M related service goals under IDEA. New York Education Department hires dually certified Teachers of the blind and visually Impaired and O&M specialists in order to be in compliance with the Individuals with Disability Education Act (IDEA, 2004) Parts B and C.

Dually certified TVIs and O&M specialists are in high demand as they provide the critical specialized services essential to learners with visual impairment and blindness in early intervention, preschool and school-age settings. Hunter’s combined degree would allow teachers to graduate with both qualifications concurrently. Currently, students are required to re-apply to complete the O&M Advanced Certificate program only after graduating from Hunter with either a Master’s or Advanced Certificate in Teacher of the Blind and Visually Impaired.

**Student Interest and Enrollment**

A significant percentage of applicants to the BVI-MSED program expressed interest in becoming dually certified, a smaller percentage of those returned to be re-admitted in order to complete the O&M Advanced certificate. There have been potential applicants who rejected Hunter BVI-MSED Master’s Degree program as it was not offered as part of a dual degree program. Combining these two compatible programs would streamline the admission and graduate process from two graduate admissions applications and two graduations to one.

**Program 2 Combined Master’s Degree MSED Teacher of Blind and Visually Impaired and Orientation and Mobility MSED/AC—Short Program**

**Admission Requirements**

For applicants who hold Early Childhood, Childhood, PreK-Grade 6, Middle Childhood or Adolescent Education NYS certification

1. A bachelor’s degree from an accredited institution with a GPA of at least 3.0;
   or
A master's degree from an accredited institution with a GPA of at least 3.5; plus
2. NYS initial, professional, or permanent certification in Early Childhood, Childhood, PreK-grade 6, Middle Childhood or Adolescent Education. Those holding permanent certification must either show proof that they have satisfied the New York State requirements regarding wellness, child abuse, drug abuse, fire safety, and violence prevention or take HED 715, a 1-credit course covering these topics.
3. Submission of official score report on the Graduate Record Examination (GRE).

Progress Standards

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
4. Key Course Performance Standards
   - Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   - Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

Courses in Combined MSED Teacher of Blind and Visually Impaired and Orientation and Mobility MSED/AC

- SPED 70000 - Issues and Practices in Educating Students with Disabilities
- SPED 70250 - Classroom Management in Special Education and Inclusive Settings
- SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities
- SPED 70700 - Research Seminar: Issues in Special Education
- SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments
- SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments
- SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments
- SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual
- SPED 74400 - Assistive Technology for Learners with Visual Impairments
- SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments
- SPED 74600 - Educational Implications of Learners Who Are Deafblind
- SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments
- SPED 749 O&M for Special Populations
- SPED 76500 - Intermediate O&M
- SPED 76600 - Intermediate O&M
- SPED 76700 - Internship and Seminar: O&M
- SPED 76800 - Intermediate O&M Lab/Seminar
- SPED 76900 - Advanced O&M Lab/Seminar
SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities Impairments
   - Take either -
   SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12
   - Or one of the following -
   SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6
   SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12
   SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6
   SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

   - Plus one of the following -
   SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6
   SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12
   SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6
   SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Exit Requirements
1. An overall GPA of 3.0.
2. Must maintain a valid and appropriate NYS certification.
3. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -
4. an original written research proposal
   - or -
5. a written proposal for competitive grant funding.
6. Complete the Dignity for All Students Act (DASA) workshop.

Faculty
Faculty engaged in offering these courses will be the same as those who serve as instructors in our current programs: Professor Ellen Trief and adjunct faculty.

Cost Assessment
This change will not affect or omit any currently offered graduate program of study. All Hunter applicants will retain the option to apply for the single certification program option. These programs currently run and almost all of the courses in these programs are part of the BVI-MSED program. Addition of any new student to this program can be managed by the current program coordinator, faculty and staff time in terms of advisement, recruitment, admissions processing, record-keeping, certification advisement, and graduation.
Purpose and Goals

TCHBL-MSED is the long program for preparing students to become first time New York State teachers with specialization in Blind and Visually Impaired. These graduates will be prepared to teach learners who are blind or visually impaired in diverse PreK-12 settings including residential schools for the blind, classroom programs and itinerant teaching settings in public and private schools.

We are seeking to allow applicants eligible to apply to the TCHBL-MSED program the additional choice of applying to a combined Master’s Degree program in both TCHBL-MSED and the Advanced Certificate program in Orientation and Mobility (MSED/AC), for the following reasons:

(3) the recognition that local education agencies exhibit a hiring preference for teachers who are dually certified as both Teachers of Learners with Visual Impairment and Orientation and Mobility Specialists; and

(4) the desire to streamline the process for acquiring dual certification through Hunter. Currently, students must first graduate and then reapply for the O&M Advanced Certificate program.

No course revisions will be needed. Students will be able to complete the coursework for both certifications within two and a half years. The same amount of time currently required to complete the Master’s Degree in Blind and Visually Impaired-Long Program.

Need and Justification

All local education agencies need both teachers of the blind and visually impaired and orientation and mobility (O&M) specialists to meet the O&M related service goals under IDEA. New York Education Department hires dually certified Teachers of the blind and visually Impaired and O&M specialists in order to be in compliance with the Individuals with Disability Education Act (IDEA, 2004) Parts B and C.

Dually certified TVIs and O&M specialists are in high demand as they provide the critical specialized services essential to learners with visual impairment and blindness in early intervention, preschool and school-age settings. Hunter’s combined degree would allow teachers to graduate with both qualifications concurrently. Currently, students are required to re-apply to complete the O&M Advanced Certificate program only after graduating from Hunter with either a Master’s or Advanced Certificate in Teacher of the Blind and Visually Impaired.
Student Interest and Enrollment
A significant percentage of applicants to the TCHBL-MSED program expressed interest in becoming dually certified, a smaller percentage of those returned to be re-admitted in order to complete the O&M Advanced certificate. There have been potential applicants who rejected Hunter TCHBL-MSED Master’s Degree program as it was not offered as part of a dual degree program. Combining these two compatible programs would streamline the admission and graduate process from two graduate admissions applications and two graduations to one.

Admission Requirements

Program 1 Combined Master’s Degree MSED Teacher of Blind and Visually Impaired and Orientation and Mobility MSED/AC - Long Program

For applicants who do not hold NYS certification in Childhood Education

1. A bachelor’s degree from an accredited institution with a GPA of at least 3.0; or
2. A master’s degree from an accredited institution with a GPA of at least 3.5; plus
   A liberal arts or science major or interdisciplinary concentration of at least 30 credits.
3. General education core in the liberal arts and sciences to include: artistic expression; communication; information retrieval; concepts in history and social sciences; humanities; a language other than English; scientific and mathematical processes; and written analysis and expression.
4. Submission of official score report on the Graduate Record Examination (GRE).

Progress Standards

5. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
6. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
7. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
8. Key Course Performance Standards
   o Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   o Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

Courses in Combined MSED Teacher of Blind and Visually Impaired and Orientation and Mobility MSED/AC
SPED 70000 - Issues and Practices in Educating Students with Disabilities
SPED 70250 - Classroom Management in Special Education and Inclusive Settings
SPED 70650 - Strategies and Curriculum Adaptations for Learners with Severe/Multiple Disabilities
SPED 70700 - Research Seminar: Issues in Special Education
SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments
SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments
SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments
SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual
SPED 74400 - Assistive Technology for Learners with Visual Impairments
SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments
SPED 74600 - Educational Implications of Learners Who Are Deafblind
SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments
SPED 749 O&M for Special Populations
SPED 76500 - Intermediate O&M
SPED 76600 - Intermediate O&M
SPED 76700 - Internship and Seminar: O&M
SPED 76800 - Intermediate O&M Lab/Seminar
SPED 76900 - Advanced O&M Lab/Seminar
SPED 79100 - Alternative Assessment for Learners with Low Incidence Disabilities: Visual Impairment, Deafblindness, and Severe Disabilities Impairments
  - Take either -
  SPED 74800 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 12
  - Or one of the following -
  SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6
  SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12
  SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6
  SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12
  - Plus one of the following -
  SPED 74854 - Student Teaching 2: Blindness and Visual Impairment, Preschool–Grade 6
  SPED 74855 - Student Teaching 2: Blindness and Visual Impairment, Grade 7–12
  SPED 74856 - Supervised Practicum 2: Blind and Visual Impairment Preschool–Grade 6
  SPED 74857 - Supervised Practicum 2: Blind and Visual Impairment, Grades 7–12

Exit Requirements
7. An overall GPA of 3.0.
8. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
   - and either -

...
9. an original written research proposal
   - or -
10. a written proposal for competitive grant funding.
11. Complete the Dignity for All Students Act (DASA) workshop.

Faculty

Faculty engaged in offering these courses will be the same as those who serve as instructors in our current programs: Professor Ellen Trief and adjunct faculty.

Cost Assessment
This change will not affect or omit any currently offered graduate program of study. All Hunter applicants will retain the option to apply for the single certification program option. These programs currently run and almost all of the courses in these programs are part of the TCHBL-MSED program. Addition of any new student to this program can be managed by the current program coordinator, faculty and staff time in terms of advisement, recruitment, admissions processing, record-keeping, certification advisement, and graduation.

AI.7 Combined Teacher of Blind and Visually Impaired -Advanced Certificate Program (TBVI-AC) and The Advanced Certificate in Orientation and Mobility (MSED/AC)

Department of Special Education
For students preparing for careers in Special Education
HEGIS Code: 814
NYSED Program Code:
Contact Person: Dr. Ellen Trief
Anticipated date of implementation: Fall 2018

Purpose and Goals

TBVI-AC is the advanced certificate program for preparing New York State teachers to add the specialization teachers of the Blind and Visually Impaired. Graduate will be prepared to teach learners who are blind or visually impaired in diverse PreK-12 settings including residential schools for the blind, classroom programs and itinerant teaching settings in public and private schools.

We are seeking to allow applicants eligible to apply to the TBVI-AC program the additional choice of applying to a combined Advanced Certificate program in both TBVI-AC and the Advanced Certificate program in Orientation and Mobility (MSED/AC), for the following reasons:

(5) the recognition that local education agencies exhibit a hiring preference for teachers who are dually certified as both Teachers of Learners with Visual Impairment and Orientation and Mobility Specialists; and
(6) the desire to streamline the process for acquiring dual certification through Hunter. Currently, students must first graduate and then reapply for the O&M Advanced Certificate program.

No course revisions will be needed. Students will be able to complete the coursework for both certifications within two and a half years. The same amount of time currently required to complete the Master’s Degree in Blind and Visually Impaired-Long Program.

**Need and Justification**

All local education agencies need both teachers of the blind and visually impaired and orientation and mobility (O&M) specialists to meet the O&M related service goals under IDEA. New York Education Department hires dually certified Teachers of the blind and visually Impaired and O&M specialists in order to be in compliance with the Individuals with Disability Education Act (IDEA, 2004) Parts B and C.

Dually certified TVIs and O&M specialists are in high demand as they provide the critical specialized services essential to learners with visual impairment and blindness in early intervention, preschool and school-age settings. Hunter’s combined degree would allow teachers to graduate with both qualifications concurrently. Currently, students are required to re-apply to complete the O&M Advanced Certificate program only after graduating from Hunter with either a Master’s or Advanced Certificate in Teacher of the Blind and Visually Impaired.

**Student Interest and Enrollment**

A significant percentage of applicants to the TBVI-AC program expressed interest in becoming dually certified, a smaller percentage of those returned to be re-admitted in order to complete the O&M Advanced certificate. There have been potential applicants who rejected Hunter TBVI-AC Master’s Degree program as it was not offered as part of a dual degree program. Combining these two compatible programs would streamline the admission and graduate process from two graduate admissions applications and two graduations to one.

**Combined Advanced Certificate Program in TBVI-AC Teacher of Blind and Visually Impaired and Orientation and Mobility MSED/AC**

**Admission Requirements**

1. New York State teaching certification in any area.
2. Master’s degree in education or a related services field (speech and language pathology, physical therapy, nursing) with a GPA of at least 3.5.
3. Completion of SPED 70000 (Issues and Practices in Educating Students with Disabilities) or the equivalent with a grade of B or better for all applicants without a master’s degree in special education.
4. A personal statement.
5. Three letters of recommendation.
6. Evidence of work, volunteer, or personal experience with individuals with visual impairments.
7. An on-site interview.
8. Submission of official score report on the Graduate Record Examination (GRE).
**Progress Standards**

1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
4. Key Course Performance Standards
   a. Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   b. Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog)

**Courses in Combined TBVI-AC Teacher of Blind and Visually Impaired and Orientation and Mobility MSED/AC**

- SPED 74000 - Medical Aspects and Educational Implications of Visual Impairments
- SPED 74100 - Education and Rehabilitation of Individuals with Visual Impairments
- SPED 74200 - Curriculum and Instructional Strategies for Learners with Visual Impairments
- SPED 74300 - Braille Literacy and Communication Skills for Learners with Visual Impairments
- SPED 74400 - Assistive Technology for Learners with Visual Impairments
- SPED 74500 - Mathematical Literacy and Nemeth Code for Learners with Visual Impairments
- SPED 74700 - Principles and Practices in Orientation and Mobility for Teachers of Learners with Visual Impairments
- SPED 74900 O&M for Special Populations
- SPED 76500 - Intermediate O&M
- SPED 76600 - Intermediate O&M
- SPED 76700 - Internship and Seminar: O&M
- SPED 76800 - Intermediate O&M Lab/Seminar
- SPED 76900 - Advanced O&M Lab/Seminar

- SPED 71451 - Topics in Special Education: ITI Practicum in Visual Impairment

- And one of the following -
  - SPED 74850 - Student Teaching: Blindness and Visual Impairment, Preschool–Grade 6
  - SPED 74851 - Student Teaching: Blindness and Visual Impairment, Grades 7–12
  - SPED 74852 - Supervised Practicum: Blindness and Visual Impairment, Preschool–Grade 6
  - SPED 74853 - Supervised Practicum: Blindness and Visual Impairment, Grades 7–12

**Exit Requirements**

13. Program 2 students must maintain a valid and appropriate NYS certification.
14. Perform satisfactorily on a two-part culminating activity (partial requirements of SPED 70700, Research Seminar: Issues in Special Education): a comprehensive research-based oral presentation on a current special education issue
- and either -
15. an original written research proposal
- or -
16. a written proposal for competitive grant funding.
17. Complete the Dignity for All Students Act (DASA) workshop.

Faculty
Faculty engaged in offering these courses will be the same as those who serve as instructors in our current programs: Professor Ellen Trief and adjunct faculty.

Cost Assessment
This change will not affect or omit any currently offered graduate program of study. All Hunter applicants will retain the option to apply for the single certification program option. These programs currently run and almost all of the courses in these programs are part of the TBVI-AC program. Addition of any new student to this program can be managed by the current program coordinator, faculty and staff time in terms of advisement, recruitment, admissions processing, record-keeping, certification advisement, and graduation.

AI.8 Advanced Certificate in Secondary Foreign Language Education

Hunter College School of Education
Department of Curriculum & Teaching
HEGIS: 803
NY State Program Code:
Effective Term: Fall 2018

Contacts: Dr. Jenny Castillo, jmcastil@hunter.cuny.edu
Associate Professor
Dr. Laura Baecher, lbaecher@hunter.cuny.edu
Associate Professor
Mr. Matthew Caballero, mc1360@hunter.cuny.edu
Associate Dean

A. Purpose and Goals:
This is a proposal to establish a new advanced certificate program based on the existing master’s program in Secondary Foreign Language Education (FL). This program would meet the requirements for NYSED base certification in teaching a foreign language at the secondary level for
teaching professionals who already possess New York State teaching certification in TESOL. The program would allow completers to be placed immediately into classroom settings as dual-licensed teachers in a secondary setting.

This proposal does not require the development of any new courses. Rather, it is a sequence of two existing Hunter courses from the Foreign Language Education master’s degree program that meet New York State requirements for Certification in Foreign Language teaching, which would enable teachers with prior certification in TESOL and 30 credits in a foreign language to gain certification in teaching a foreign language at the secondary level. This program will be comprised of judiciously selected courses.

B. Need and Justification:
The proposed additional certificate program would allow educators who are (1) NYS certified in TESOL, (2) possess a master’s degree, and (3) have 30 credits in a foreign language to seek additional certification in foreign language teaching without completing another master’s degree. This program would offer graduate-level coursework leading to foreign language teaching certification at the secondary level.

C. Student Interest and Enrollment:
Due to the widely divergent teaching contexts for TESOL certified teachers, there is a continuous need for them to gain additional certification in order to teach full-time at their schools. In addition, the broad area of Second Language Education encompasses TESOL and Foreign language teaching as allied fields, yet few other programs in the metropolitan area offer dual certification program-approved pathways. We receive regular requests from both Hunter College teacher candidates, alumni teachers across the city to offer an advanced certificate in Foreign language teaching, and have also received this interest from the Office of World Languages at the New York City Department of Education.

Admissions Requirements for the Advanced Certificate in Secondary Foreign Language Teaching Program would include:

1. A master’s degree from an accredited institution acceptable to Hunter College with an overall cumulative grade point average (GPA) of 3.0.
2. New York State certification in TESOL.
3. 30 credits in a foreign language.
4. Two professional references to be included with the application for admission.
5. A personal statement to be completed as part of the application for admission.
6. Satisfactory communication skills, as demonstrated through an oral interview and communication skills in the foreign language.

Progress Standards:

9. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
10. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
11. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
12. Key Course Performance Standards
   ○ Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

**Exit Standards:**
1. An overall GPA of 3.0.
2. A grade of at least B in classes based upon fieldwork/clinical teaching.
3. Must maintain a valid and appropriate NYS certification.
4. Completion of the Dignity for All Students Act (DASA) workshop

**D. Curriculum:**

**Proposed New Program (For students seeking New York State certification in secondary Foreign Language Education who have prior certification in TESOL)**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Prereqs</th>
<th>Credits</th>
<th>Fieldwork Hours</th>
</tr>
</thead>
</table>
| SEDC722/ SEDC741 | Methods 2: Intensive Study of Teaching Diverse Learners in Languages Other Than English  
SEDCC722 (Seminar)> 2 credits and SEDC741 (Fieldwork)> 1 credit. Students receive 2 separate grades, although is taught on the same day back to back on same night. THIS COURSE IS ONLY OFFERED IN THE FALL. |         | 2       | 48              |
| SEDC772.13, SEDC772.11, SEDC772.12 | Practicum 1 in Foreign Languages  
Students would only have to take Practicum 1 (SEDCC772.13 or SEDC772.12 or SEDC772.11; these courses are merged), since they would already be certified teachers. Normally, Methods 2 is a pre-requisite for Practicum 1. THIS COURSE IS ONLY OFFERED IN THE SPRING. | SEDC722/ SEDC741 | 2       | Full time in schools for the 15-week semester |
Total credits: 5

E. Faculty:
Faculty engaged in offering these courses will be the same as those who serve as instructors in our current programs: Dr. Jenny Castillo, Associate Professor. The department also has a regular staff of highly effective adjuncts who contribute through supervision across the Foreign Language education program.

F. Cost Assessment:
Depending upon the number of students who enter this program, we anticipate little new cost initially because all courses in this program are existing courses, and students would like fill empty seats in these courses. If in the future greater numbers of students enter this program, more sections of these courses may need to be offered, but this is not anticipated for some time. However, as with the addition of any new students to a program, additional faculty and staff time in terms of advisement, recruitment, admissions processing, record-keeping, certification advisement, and graduation documentation would be required.

Consultation Statement:
Is this proposed change likely to affect another Department or Program?
NO

Has the Department/Program been consulted: NO

Al.9 Adolescent Literacy (Grades 5-12) Advanced Certificate

HUNTER COLLEGE SCHOOL OF EDUCATION
Department of Curriculum and Teaching

HEGIS CODE:

Anticipated Date of Implementation: Fall 2018
Contact: Jody N. Polleck, PhD

ABSTRACT
This is a proposal for a 16-credit post-master’s program in adolescent literacy (grades 5-12), consistent with the standards for literacy professionals set forth by the International Reading Association. This program is designed for teachers in secondary education who seek an alternative in career advancement to become knowledgeable and skilled in providing instructional expertise in literacy education in secondary schools, school districts and the community. It is an advanced certificate program that does not award a degree.
PURPOSE AND GOALS
The proposed Advanced Certificate in Adolescent Literacy Education (Grades 5 through 12) is for middle and high school teachers who are certified in New York State and already have a Master’s degree. Central to this new 16-credit certificate is a commitment to equip middle and high school teachers with specialization in literacy to meet the needs of urban pre-adolescents and adolescents who are struggling with literacy and who will, if their needs are not met, be entering and studying with less than optimal skills in future college and/or career. The curriculum is designed to prepare middle and high school content area teachers to integrate strategic teaching of literacy throughout their subject areas. The program also aims to prepare competent literacy specialists who will lead the school’s efforts in developing and implementing intervention programs as well as integrating literacy across the curriculum.

Created by a group of dedicated professors whose work in reading instruction was recognized as exemplary by the National Commission on Excellence in Elementary Teacher Preparation for Reading Instruction (Hoffman, Roller, Maloch, Sailors, Duffy & Beretvas, 2005), the current Masters in Childhood and Adolescent Literacy Education Program (Birth through Grade 12) began its first enrollment in September of 2001, following approval by New York State during the re-registration of all teacher education programs. In 2003, this program won national recognition by the International Reading Association, and it has been presented nationally and internationally as a model for such programs at the university level. The program has been extremely successful, admitting full cohorts of approximately 30 provisionally/initially certified teachers each semester. Modeled after the current program, the proposed Advanced Certificate in Adolescent Literacy (Grades 5 through 12), will strengthen our efforts in building a center of excellence in literacy education, and expand notions of excellence in preparing literacy specialists. The proposed program will share six courses from the current Masters in Adolescent Literacy (Grades 5-12) program.

NEED AND JUSTIFICATION
Traditionally, teaching literacy has been regarded as the responsibility of elementary school teachers. However, studies show that children who are reading at grade level in the elementary school do not automatically become proficient readers when they enter middle or high schools (Biancarosa & Snow, 2004). National longitudinal data show that three quarters of students who exit third grade as struggling readers continue to read poorly in high school (Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2001; RAND Reading Study Group, 2002). A recent American College Testing (ACT) report shows that the numbers of students who will not be ready in reading to achieve Cs in college freshman year increases as students move through high school, progressively fewer 10th and 12th grades are on track to do well (ACT, 2006). Yet, the struggling readers in middle and high schools are underserved, as the number of reading specialists in secondary schools has declined over the past decade (Bean, Cassidy, Gumet, and Shelton, 2003; Vogt and Shearer, 2003).

In New York City, the teens most at risk for dropping out are those with low literacy levels, those who are recent immigrants from non-English speaking countries, special needs students, and those from low socioeconomic environments. Our goal is to help teachers reach these marginalized communities, particularly within their content area. Struggling readers and writers often fall even further behind with the increasing demands of discipline specific courses. Many content area teachers in middle and high schools lack substantial knowledge, skills, and training in teaching literacy. Further, most pre-service programs for middle and high school teachers only require one content area reading course, while middle and high school English teachers are usually trained in English Education programs, making them ill-prepared to help students to successfully read technical materials drawn from science or math, or to meet the needs of all students, including culturally and linguistically diverse students, and students who struggle with reading and writing skills. It is common for those schools looking to hire English teachers to be more concerned not so much with how well the teacher candidates know the English content but how well they can teach reading and writing skills. Thusly, our program incorporates and is framed within culturally responsive literacy practices (Gay, 2010; Ladson-Billings, 1995; Moje &
Hinchman, 2004; Schmidt, Ruggiano & Lazar, 2011; Shealey & Callins, 2007) so teachers can build their repertoire for differentiated literacy instruction. This advanced certificate is also grounded in critical literacy as a way to empower students who may be underserved and/or marginalized (Freire, 2000; Janks, 2010; Morrell, 2002).

In terms of need in our local communities, only three NYC universities offer advanced certificates in adolescent literacy education (Grades 5-12), including Pace, Mercy, and Adelphi. Hunter College would be the only CUNY college which currently offers this opportunity. The proposed advanced certificate at Hunter College will increase CUNY’s program offering in this subject area. Hunter’s central location also gives it a competitive edge to draw potential students from the outer boroughs as well as from Long Island and Westchester.

STUDENTS
In New York State, teachers earning 30 graduate credits beyond a master’s degree are eligible for a salary differential. This has been an incentive for many to seek continuing education after they complete a master’s degree. Yet, many expert literacy teachers, in seeking career options as school administrators, often pursue a path that takes them out of the classroom. The proposed Advanced Certificate Program creates an opportunity for career advancement while keeping the literacy expert connected closely to the classroom.

The proposed program consists of a 16-credit course of study, which can be pursued in three semesters. In addition, the program shares all existing courses with the current Master’s in adolescent literacy. An informal poll of our graduates at Hunter College has revealed an overwhelming willingness to pursue such an advanced certificate to increase their career advancement potential. The program is designed to serve certified teachers who wish to do the following:
- Become knowledgeable and skilled in assisting, supporting and working collaboratively with classroom teachers and paraprofessionals at the Grade 5 to 12 levels through professional development;
- Develop dispositions and professional skills for successful leadership in literacy education at the school, district and/or city-wide level;
- Provide teachers an opportunity to earn 175 hours of professional development to maintain their New York State professional certificate; and
- Accumulate toward the 30-credits above the Master’s degree for their salary differential.

Career opportunities for the advanced certificate include the following:
- Middle and high school content area teachers with special expertise in integrating the teaching of language and literacy into their specialty;
- Middle and high school literacy specialists and coaches;
- Literacy specialists in hospitals and community centers, private tutoring practice, or educational publishing industry

ADMISSION STANDARDS
1. A Master’s degree with a cumulative GPA of at least 3.0.
2. New York State professional or permanent teacher certification in middle school generalist or content area teacher of grades 7-12.
3. A current resume, along with a minimum of 3 years full-time teaching experience.
4. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample, after the application is reviewed.
5. Submission of two letters of reference from supervisors.

PROGRESS STANDARDS
1. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
2. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
4. Key Course Performance Standards
   a. Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   b. Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

EXIT STANDARDS
1. Overall GPA of 3.0 or better.
2. Must maintain a valid and appropriate NYS certification.
3. Completion of 16-credits in the Adolescent Literacy (Grades 5-12) Certificate Program.
4. A satisfactory rating, or better, in the practicum (EDLIT 752) as reflected in a grade B or better.
5. Complete the Dignity for All Students (DASA) workshop.

CURRICULUM
The curriculum is designed to help teachers develop professional dispositions and expertise in literacy education, in accordance with standards established by the International Reading Association and the National Council of Teachers of English. The program of study emphasize strategies for developing middle and high school students’ abilities to comprehend, discuss, study and write about multiple forms of text (i.e. print, visual, digital, and oral), by taking into account their interests in the Internet, hypermedia, and various interactive communication technologies. Students get a strong grounding in culturally responsive and critical literacy and differentiated instruction, particularly for English language learners and special needs students.

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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>EDLIT 730</td>
<td>Language, Literacy and Culture</td>
<td>3</td>
<td>Current course</td>
</tr>
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<td>EDLIT 756</td>
<td>Literacy Assessment</td>
<td>3</td>
<td>Current course</td>
</tr>
<tr>
<td>SEDC 711</td>
<td>Advanced Study of Young Adult Literature in our Diverse Society</td>
<td>3</td>
<td>Current course</td>
</tr>
<tr>
<td>EDLIT 753</td>
<td>Methods of Teaching Writing</td>
<td>3</td>
<td>Current course</td>
</tr>
<tr>
<td>EDLIT 755</td>
<td>Literacy Instruction for Struggling Readers and Writers</td>
<td>3</td>
<td>Current course</td>
</tr>
<tr>
<td>EDLIT 752</td>
<td>Practicum in Literacy</td>
<td>1</td>
<td>Current course</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

FACULTY
Existing faculty in the Department of Curriculum and Teaching will teach these courses, including Nadine Bryce, Yang Hu, Jody Polleck, Melissa Schieble, Jennifer Tuten, and Jason Wirtz. Additionally, adjunct who specialize and have expertise in literacy will be asked to assist with these courses as well.

**COST ASSESSMENT**

A. Facilities and Equipment
- Use current facilities and equipment

B. Library and Instructional Materials
- Use current library and instructional materials

C. Budget:
- Monies for additional adjuncts to teach courses

**EVALUATION**

1. Internal Evaluation
The goal of the program is to prepare students to pursue careers in schools and other related fields. This will be measured by data collected from the following:
   a. Students’ program applications, acceptances, yield, retention and graduation in the program;
   b. The School of Education new student surveys and end of the program surveys;
   c. Results of students in the program on key assessments that are staged through the program;
   d. Progress standards, such as overall GPA of 3.0.

2. External Evaluation
As part of the National Council for the Accreditation of Teacher Education (NCATE) unit evaluation, this program will be assessed.

**Catalog Descriptions of Existing Courses**

EDLIT 730 Language, Literacy and Culture: Study linguistic knowledge base, as well as the interrelationship between language, literacy and learning in a pluralistic society. Topics include the structure of English language and its role in reading and writing; the nature of language acquisition; English language proficiency for academic purposes; strategies for meeting English language learners’ needs and for promoting language and literacy development in ways that are responsive to diversity (linguistic, cultural, special needs and giftedness) in schools. Includes 10 hours in the field analyzing language use of English language learners.

AI.10 Literacy Birth-6 Advanced Certificate

**HUNTER COLLEGE SCHOOL OF EDUCATION**
Department of Curriculum and Teaching

**New Program Proposal**
ABSTRACT
This is a proposal for a 16-credit post-master’s program in early/childhood literacy (Birth-Grade 6), consistent with the standards for literacy professionals set forth by the International Reading Association. This program is designed for early childhood/childhood teachers who seek an alternative in career advancement to become knowledgeable and skilled in providing instructional expertise in literacy education, school districts and the community. It is an advanced certificate program that does not award a degree.

PURPOSE AND GOALS
The proposed Advanced Certificate in Early/Childhood Literacy Education (Birth-Grade 6) is for early/childhood teachers who are certified in New York State and already have a Master’s degree. Central to this new 16-credit certificate is a commitment to equip early childhood and childhood teachers with specialization in literacy to meet the needs of English language learners, special needs students and/or urban children who may struggle with literacy. The curriculum is designed to prepare teachers to integrate strategic teaching of literacy throughout subject areas. The program also aims to prepare competent literacy specialists who will lead the school’s efforts in developing and implementing intervention programs as well as integrating literacy across the curriculum.

NEED AND JUSTIFICATION
In terms of need in our local communities, only three NYC universities offer advanced certificates in literacy education, including Pace, Mercy, and Adelphi. Hunter College would be the only CUNY college which currently offers this opportunity. The proposed advanced certificate at Hunter College will increase CUNY’s program offering in this subject area. Hunter’s central location also gives it a competitive edge to draw potential students from the outer boroughs as well as from Long Island and Westchester.

STUDENTS
In New York State, teachers earning 30 graduate credits beyond a master’s degree are eligible for a salary differential. This has been an incentive for many to seek continuing education after they complete a master’s degree. Yet, many expert literacy teachers, in seeking career options as
school administrators, often pursue a path that takes them out of the classroom. The proposed Advanced Certificate Program creates an opportunity for career advancement while keeping the literacy expert connected closely to the classroom.

The proposed program consists of a 16-credit course of study, which can be pursued in three semesters. In addition, the program shares all existing courses with the current Master’s in childhood literacy. An informal poll of our graduates at Hunter College has revealed an overwhelming willingness to pursue such an advanced certificate to increase their career advancement potential. The program is designed to serve certified teachers who wish to do the following:

- Become knowledgeable and skilled in assisting, supporting and working collaboratively with classroom teachers and paraprofessionals;
- Develop dispositions and professional skills for successful leadership in literacy education at the school, district and/or city-wide level;
- Provide teachers an opportunity to earn 175 hours of professional development to maintain their New York State professional certificate; and
- Accumulate toward the 30-credits above the Master's degree for their salary differential.

Career opportunities for the advanced certificate include the following:

- Early childhood and childhood teachers with special expertise in integrating the teaching of language and literacy across the disciplines;
- Early childhood and childhood literacy specialists and coaches; and
- Literacy specialists in hospitals and community centers, private tutoring practice, or educational publishing industry

ADMISSION STANDARDS

6. A Master’s degree with a cumulative GPA of at least 3.0.
7. New York State professional or permanent teacher certification in early childhood or childhood education.
8. A current resume, along with a minimum of 3 years full-time teaching experience.
9. Satisfactory communication skills, as demonstrated through an oral interview and an on-site writing sample, after the application is reviewed.
10. Submission of two letters of reference from supervisors.

PROGRESS STANDARDS

5. Minimum GPA for Retention - Graduate students must maintain a minimum cumulative GPA of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their GPAs to at least 3.0 within one semester.
6. No F in the first two semesters—students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
7. Progress holds due to Incomplete Grades - Students with two or more INs will not be allowed to register for any courses.
8. Key Course Performance Standards
   a. Students must receive a grade of at least a B in certain key program courses. (to be determined by programs, labeled in CUNY First, and noted in the catalog)
   b. Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog)

EXIT STANDARDS
6. Overall GPA of 3.0 or better.
7. Must maintain a valid and appropriate NYS certification.
8. Completion of 16-credits in the Childhood Literacy (Birth-Grade 6) Certificate Program.
9. A satisfactory rating, or better, in the practicum (EDLIT 742) as reflected in a grade B or better.
10. Complete the Dignity for All Students (DASA) workshop.

CURRICULUM
The curriculum is designed to help teachers develop professional dispositions and expertise in literacy education, in accordance with standards established by the International Reading Association and the National Council of Teachers of English. The program of study emphasize strategies for developing students’ abilities to comprehend, discuss, study and write about multiple forms of text (i.e. print, visual, digital, and oral), by taking into account their interests in the Internet, hypermedia, and various interactive communication technologies. Students get a strong grounding in culturally responsive and critical literacy and differentiated instruction, particularly for English language learners and special needs students.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDLIT 730</td>
<td>Language, Literacy and Culture</td>
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<td>EDLIT 731</td>
<td>Literacy Assessment</td>
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<td>EDLIT 732</td>
<td>Children’s Literature</td>
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<td>Current course</td>
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<td>EDLIT 733</td>
<td>Methods of Teaching Writing</td>
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</tr>
<tr>
<td>EDLIT 739</td>
<td>Struggling Readers and Writers for Special Needs Students</td>
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<td>EDLIT 742</td>
<td>Practicum in Literacy</td>
<td>1</td>
<td>Current course</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

FACULTY
Existing faculty in the Department of Curriculum and Teaching will teach these courses, including Nadine Bryce, Yang Hu, Jody Polleck, and Jennifer Tuten. Additionally, adjunct who specialize and have expertise in literacy will be asked to assist with these courses as well.

COST ASSESSMENT
A. Facilities and Equipment
   • Use current facilities and equipment
B. Library and Instructional Materials
   • Use current library and instructional materials
C. Budget:
   • Monies for additional adjuncts to teach courses

EVALUATION
1. Internal Evaluation
The goal of the program is to prepare students to pursue careers in schools and other related fields. This will be measured by data collected from the following:

- Students’ program applications, acceptances, yield, retention and graduation in the program;
- The School of Education new student surveys and end of the program surveys;
- Results of students in the program on key assessments that are staged through the program;
- Progress standards, such as overall GPA of 3.0.

2. External Evaluation
As part of the National Council for the Accreditation of Teacher Education (NCATE) unit evaluation, this program will be assessed.

**AI.11 PROPOSAL TO ESTABLISH A CERTIFICATE PROGRAM IN ARTS MANAGEMENT AND LEADERSHIP**

**URBAN PLANNING AND POLICY DEPARTMENT**

**Executive Summary**

The proposed undergraduate Arts Management and Leadership Certificate program will consist of courses drawn from several departments and will be housed in the Department of Urban Policy and Planning. Intended for students interested in careers in both the visual and the performing arts, it will rely on businesses and organizations in New York City for internships, events and exhibitions, and discussions with artists and other arts professionals.

**Abstract**

The Arts Management and Leadership certificate will draw on current strengths within existing departments and utilize existing courses. It will rely on the research and creative interests of associated faculty to provide a compelling basis for study of the burgeoning field of arts management and leadership. The program will serve students interested in careers in both the visual and the performing arts, and will focus on entrepreneurial, for-profit and non-profit arts organizations as well as on established cultural institutions. This new certificate program is designed to make undergraduate students at Hunter aware of employment opportunities offered by the arts organizations of New York and to help them prepare for both entry-level jobs and satisfying long-term careers in arts management. This plan focuses on the skills and knowledge needed to make arts organizations effective. It emphasizes the value of experiential learning, utilizing access and proximity to New York’s world-class theaters, museums and galleries, concert halls and opera houses, dance companies, and other groups in the arts. Given Hunter’s outstanding arts programs, our diverse and talented faculty and students, and our New York location, we are well-positioned to establish a coherent and successful program. Students will learn how artists and other professionals in cultural organizations face and solve problems of marketing, regulation, audience development and sustainability, as well as many other complex difficulties faced by arts leaders and managers.
A. Purpose and Goals of the Arts Management and Leadership Certificate

The development of a certificate program in Arts Management and Leadership (AML) advances multiple educational initiatives at Hunter. The AML certificate is one of the products of Hunter's successful Arts Across the Curriculum initiative funded by the Mellon Foundation, which connects the visual and performing arts, as well as creative writing, throughout the academic disciplines. Implementation of this academic program will extend the reach of this major campus initiative in the future. The AML certificate, drawing on existing courses from different departments and planned with faculty collaboration from diverse arts, liberal arts, and business disciplines, represents a prime example of the dynamic possibilities of interdisciplinary education at Hunter.

The AML certificate draws on current strengths within existing departments and leverages associated faculty research and artistic and creative interests to provide a basis for a compelling examination of traditions and innovations in the burgeoning fields of arts management, leadership, and entrepreneurship. Given Hunter's outstanding arts programs, our faculty and students, and our New York location, we are well positioned to establish an exemplary program amidst the growing number of arts management offerings at universities nationwide. The AML certificate will be a coherent training program, allowing students to achieve a broad, systemic understanding of the processes that move media and art from creators to audiences. Additionally, students will learn how artists and practitioners of many non-arts fields fit into a broad system of financing, management, marketing, and regulation, and how to forge new opportunities for artist and audience connections.

B. Need and Justification

Given the AML certificate’s focus on a multi-faceted arts management landscape, the curriculum encompasses complementary sectors that are often segregated in academic study. It features a broad yet focused course of study that explores arts within the non-profit and for-profit sectors, artwork within institutions and for individuals, and traditional and emerging modes of audience engagement. Students in the program will acquire tools to understand the workings of non-profit organizations such as museums, orchestras, and community theaters. The program will also familiarize students with the financing of arts and media projects, including entrepreneurial endeavors for which students might be creators or collaborators. This certificate provides undergraduates with some of the practical skills necessary to navigate the 21st-century arts-related job market.

Although programs in Arts Management and related specializations are increasingly common in U.S. universities, the program at Hunter will bring the College’s exceptional attributes into play to create a distinctive certificate by virtue of two key features: engagement and cross-sector perspective.

1. **Engagement**. Our program integrates experiential learning in all phases, making across-the-program student engagement a unique feature of Hunter's AML certificate program. While other programs require an internship/practicum and in some cases a thesis or other capstone activity, Hunter’s program features engaged, experiential learning as part of all coursework. Engaged learning includes visits to theaters or concert halls, budget planning with financial officers at museums or
foundations, trips to production studios, and so forth. The Hunter AML certificate will require a 3-credit internship complemented by seminar sessions at Hunter, culminating in a significant research and reflection project that serves as a capstone for the certificate.

2. **Crossing sectors.** A further distinctive feature of Hunter’s program is the balance of focus on non-profit and for-profit arts sectors. Whereas some university curricula in Arts Management focus on the non-profit sector through a required practicum at a student-run non-profit record label, and others are oriented to the business sector, Hunter’s courses provide learning activities in both sectors. Our AML certificate program introduces students to both for-profit and non-profit management and to their interface – an important area of knowledge for arts leadership. The AML certificate’s required internship can be accomplished through placement in a private-sector setting emphasizing entrepreneurship and market awareness, or in a non-profit or public-sector setting.

C. **STUDENT INTEREST AND PROJECTED ENROLLMENT**

1. **Interest/Demand**

As of Spring 2016, nearly 1,400 undergraduate students are majoring and/or minoring in the arts disciplines at Hunter, and another 7,000 have declared majors in other B.A.-awarding programs. There are also roughly 500 students in the Accounting B.S. program, and, of course, each year there are thousands of students who have not yet declared majors.

**ARTS MAJORS BREAKDOWN**

<table>
<thead>
<tr>
<th>ART HISTORY</th>
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</tr>
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<tbody>
<tr>
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<td>FINE ARTS STUDIO</td>
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<tr>
<td>DANCE/ DANCE ED</td>
<td>61</td>
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<tr>
<td>ENGLISH LANG ARTS</td>
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<td>ENGLISH LIT/ ENGLISH PREP</td>
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<td>MEDIA STUDIES</td>
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<td>MUSIC</td>
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<td>THEATRE</td>
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ARTS MINORS BREAKDOWN

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<th>IR Numbers</th>
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<tr>
<td>DANCE</td>
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<tr>
<td>ENGL</td>
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<td>FILM</td>
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<td>MEDIA</td>
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<tr>
<td>MUSIC</td>
</tr>
<tr>
<td>THEATRE</td>
</tr>
<tr>
<td>total</td>
</tr>
</tbody>
</table>

2. Enrollment Projections

When surveyed, nearly 72% (41 of 66 respondents) indicated they are interested in a career in the arts or related fields, and more than 65% indicated they would be are “very likely” or “somewhat likely” to enroll in an Arts Management certificate program, if it would help them find a job or launch a career after graduation.

The estimated enrollment in the early years of the program is about 60 new students per year.

Because the certificate will draw entirely on courses that are already offered in existing degree programs, and because the certificate will be available only to students matriculated at the College and enrolled in one of our degree programs, there will be no related revenue stream or certificate-specific costs.

3. Admission Requirements

A GPA of 2.5 in the courses required for the Certificate must be maintained.
Presently, the Arts Management Certificate is conceived as a program for current, matriculated students at Hunter College who are enrolled in our degree programs.

### D. CURRICULUM

This proposal does not rely on any new courses and pre-requisites of required courses will be waived by the department offering the course for students pursuing the certificate. Students may apply 6 credits from the certificate program towards other programs. Students who are majoring in Accounting may replace the ACC 22500 and 23000 requirements with ACC 28000 and ACCP 37400. ACC 28000 and ACCP 37400 can be used for both the Accounting BA and the Arts Management Certificate.

The certificate program in Arts Management and Leadership will include four 3-credit courses, plus a 3-credit internship with a mentored capstone project, for a total of 15 credits. Students must maintain a 2.5 GPA in required courses to receive this certificate.

**Introductory course: URBS 20300: Introduction to Arts Management** (Urban Policy and Planning Department) The introductory arts management course is a broad survey of the field: non-profit and for-profit arts organizations, public agencies and programs, governance and staffing, planning, finances, fundraising, new and old technologies, audience development, marketing, community engagement, the role of criticism, and techniques for building careers.

**Business: ACC 22500: Survey of Accounting** (Economics Department) This course emphasizes the uses of accounting information by managers of a business establishment and by related creditors, investors, and government agencies. It explains the information contained in annual and internal reports. By the end of the semester, students are expected to understand the financial information in these reports, and to learn how to analyze, process, and employ this information in their decision-making. By eliminating the mechanical aspects of the accounting process, this course aims to educate students to be efficient users of financial information in a variety of situations, from firm analysis (profitability, solvency) to product costing and pricing (differential analysis, budgeting). A module of non-profit accounting is included to expose students to different type of financial reporting, targeting different user needs. The course is designed for students who have no prior knowledge of either financial or managerial accounting.

**Marketing: MEDP 39991: Strategic Communication and Marketing for the Arts** (Film & Media Department) This course teaches the theory and practice of effective strategic communications and marketing for non-profit arts organizations and art and media businesses. Students learn techniques for formal and creative industry-leading techniques for maximizing exposure for a cause or brand through public relations, social media and digital media storytelling tools. The course will allow students to create a fictional organization around which they will build a cohesive media strategy, utilizing cutting-edge tools and best practices to develop long-term media strategy, breaking news, crisis communications and brand elevation. Students will be positioned to become a one-stop shop for leading strategic media engagement and staying above the fray in a quickly evolving landscape.
Law: ACC 23000: Essentials of Business Law (Economics Department) This course offers students a basic understanding of the legal principles that play a role within the business environment and in business decision-making. At the end of the semester, students are expected to be familiar with fundamental principles of contract law, the law of sales, property law, negotiable instruments, agency law, and secured transactions and bankruptcy. Students should also have an awareness of the different types of business organizations that exist (corporations, partnerships, etc.), and the essential legal principles that govern the operation of each.

Final course: URBS 40900: Urban Studies Internship (Urban Policy & Planning Department) The importance of hands-on learning is recognized by thoughtful arts leaders, and interns in arts organizations typically have genuine responsibilities and excellent learning opportunities. This internship experience will be accompanied by weekly course meetings, which may include visitors from the various worlds of the arts, offering students opportunities to talk with each other about the experiences they are having and about what they are learning from them. The main faculty task here is helping students to find good internships and to learn deeply from them—which means a substantial amount of one-on-one advising.

SAMPLE PROGRAM

Fall 1
   URBS 20300: Intro to Arts Management

Spring 1
   ACC 22500: Survey of Accounting
   ACC 23000: Business Law

Fall 2
   MEDP 39991: Strategic Communication and Marketing for the Arts

Spring 2
   URBS 40900: Internship Seminar & Field Placement

F. COST ASSESSMENT

1. Faculty, Administration, and Oversight
This proposal draws on existing courses currently offered at the College and open to students enrolled in existing degree programs. Offering and sustaining the program does not require any additional hiring.

The AML certificate will be offered by the Urban Policy and Planning Department. The certificate program coordinator will be a faculty member in the Urban Policy and Planning Department, or a qualified member of the faculty appointed by the Urban Policy and Planning Department Chair. Faculty from the contributing departments will form an interdisciplinary advisory committee to discuss scheduling, and review new curriculum proposals and other prospective changes to the certificate. This committee shall also include at least one representative from one of Hunter’s arts programs. The Urban Policy and Planning department’s curriculum committee shall continue to have the right to review and approve any proposed changes to the curriculum.

Letters of support from contributing departments are included with this proposal.

2. Facilities and Equipment

No new facilities or equipment are required to support the program.

3. Library Resources

No new or specialized resources are required.

4. Estimated Annual Budget, With and Without Full-Time Hire

<table>
<thead>
<tr>
<th>Item</th>
<th>With FT Hire</th>
<th>Without FT Hire</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECTORS</td>
<td></td>
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</tr>
<tr>
<td>Director ($75,000 + 38.34% benefits)</td>
<td>$103,755.00</td>
<td>n/a</td>
</tr>
<tr>
<td>Director, Existing FT Faculty w/ Course Release</td>
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<td>$11,454.56</td>
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<tr>
<td>(2 x $4,035) plus 41.94% benefits</td>
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<tr>
<td>Director, summer salary</td>
<td>$3,853.80</td>
<td>$3,853.80</td>
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<tr>
<td></td>
<td>60h @ $64.23/hr</td>
<td>60h @ $64.23/hr</td>
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<tr>
<td>-----------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>CORE COURSES (5 per year)</strong></td>
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</tr>
<tr>
<td>FT faculty release</td>
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</tr>
<tr>
<td></td>
<td>$5,727.28</td>
<td>$17,181.84</td>
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<tr>
<td>Adjuncts ($8,000 per, plus 9.84% benefits)</td>
<td>None with FT hire</td>
<td>2 without FT Hire</td>
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<tr>
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<td>$17,574.40</td>
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<tr>
<td>Office Equipment and Supplies</td>
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<tr>
<td>Events, student engagement, other enrichment activity</td>
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<td>$5,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$119,336.08</strong></td>
<td><strong>$53,067.60</strong></td>
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</table>

The following values are used in the above calculations:
- Pre-benefit cost per course, FT faculty reassigned time, $4,035.00
- Benefit rate for FT faculty reassigned time, 41.60%
- Benefits rate for min 20 hours/week plus, 38.00%
- Benefits rate for < 20 hours/week, 9.50%
- MTA tax (Added to all benefits rates), 0.34%
- Pay for core course adjuncts, $8,000.00
- Pay for new electives adjuncts, $6,000.00
- Pay for Director (FT), $75,000.00
- Student engagement
- Discount tickets and Guest speaker honoraria ($100-200 each).

**G. PROGRAM GOALS, STUDENT LEARNING OUTCOMES, AND ASSESSMENT**

By the end of this program, students will be able to demonstrate understanding of:
- how creators, entrepreneurs, advocates, policy makers, and others fit into a broad system of financing, management, marketing, and regulation
- how new opportunities for artist and audience connections are forged
- the workings of non-profit organizations, such as museums, orchestras, and community theaters
- the likely long-term success of an arts organization in terms of its artistic qualities, its managerial strength, the depth of its support, and the likely strength of its market position
- the financing of arts and media projects, including entrepreneurial endeavors that students might create or on which they might collaborate.
Program Assessment

Program assessment will be both direct and indirect, and will take place on an ongoing basis. A formal review—to include the reflections on the experiences of graduates, teaching faculty, and engaged practitioners—will occur after five years and then on a rolling basis.

Annually, surveys will be administered to students in the program and those who have completed the certificate.

An external advisory body will collaborate with the director in surveying museums, galleries, concert spaces, publications, and other organizations who supervise the students in their internship, both to learn of the strengths and opportunities for improvement of the training at Hunter and to identify unmet needs.

Student success in the program will be monitored to analyze student performance with respect to academic achievement, persistence, and enrollment maintenance.

Alumni surveys will inform the faculty of the employment experience of the graduates, and will also elicit comments for the alumni as to their suggestions for improvement.

AIII.4 PROPOSED CHANGE IN PROGRAM TITTLE

Hunter College of the City University of New York
Department of Special Education
Graduate Substantive Change in Name of degree

Name of the Program, Degree Award, and Program Codes:
Early Childhood Special Education dual certification, MSED (808/26294)
Early Childhood Special Education, MSED (808/26295)
Early Childhood Special Education with Annotation in Severe/Multiple Disabilities, MSED (808/27327)
Early Childhood Special Education Alternative Transitional B Certification, MSED (899.5/26383)
Early Childhood Special Education (Birth-Grade 2, Students With Disabilities (Birth - Grade 2)), Advanced Certificate (808/37781)

Effective Term: Fall 2018

History and Objectives: The graduate programs in Early Childhood Special Education (ECSE) either result in dual certification in Early Childhood Education (ECE) and ECSE or candidates enter the programs with ECE degree and certification. In 2014-2015 academic year, the ECSE curriculum was revised to ensure courses were (1) aligned with the most up-to-date ECSE evidence base and recommended practices, (2) reflective of current conceptualizations of early childhood, disability, and the roles of ECE/ECSE professionals and families, and (3) utilizing
approaches recommended in preservice preparation research. While the curriculum, including course titles, descriptions, and content, was redesigned, the name of the ECSE programs overall does not reflect the innovations in the field and, subsequently, the programs.

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Program Title:</strong> Early Childhood Special Education dual certification</td>
<td>Early Childhood Development and Learning: Diverse Children and Families (Dual Certification in Early Childhood Special and General Education, Birth through Grade 2)</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Early Childhood Development and Learning: Diverse Children and Families (Single Certification in Early Childhood Special Education, Birth through Grade 2)</td>
</tr>
<tr>
<td>Early Childhood Special Education with Annotation in Severe/Multiple Disabilities</td>
<td>Early Childhood Development and Learning: Diverse Children and Families with Annotation in Severe/Multiple Disabilities (Dual Certification in Early Childhood Special and General Education, Birth through Grade 2)</td>
</tr>
<tr>
<td>Early Childhood Special Education Alternative Transitional B Certification</td>
<td>Early Childhood Development and Learning: Diverse Children and Families, Alternative Transitional B Certification (Dual Certification in Early Childhood Special and General Education, Birth through Grade 2)</td>
</tr>
<tr>
<td>Early Childhood Special Education (Birth-Grade 2, Students With Disabilities (Birth - Grade 2)), Advanced Certificate</td>
<td>Early Childhood Development and Learning: Diverse Children and Families Advanced Certificate (Single Certification in Early Childhood Special Education, Birth through Grade 2)</td>
</tr>
</tbody>
</table>

**Rationale:**
The graduate programs in ECSE prepare candidates for the various roles New York State certification in ECE and ECSE affords. Candidates can take on developmental specialist and family support roles that include but are not limited to teacher, in classrooms, homes, hospitals, social service and community settings. The ECSE curriculum is purposely designed to prepare candidates for all these roles, recognizing the necessity in all these roles to partner with families to maximize child learning and development. Therefore, the program name of
"Early Childhood Special Education" only describes one component of a much larger program focus.

As important, the ECSE faculty are committed to representing disability as a characteristic of diversity, just like culture, language, gender, etc. as reflected in current conceptualizations of diversity and reflective of the US Departments of Education and Health and Human Services position that, "all people be meaningfully included in all facets of society throughout the life course" (p. 1-2). As such, the ECSE faculty designed a program name that reflects this diversity and the related changing role of early childhood professionals on ways to meet the learning needs of children beyond traditional constructs of "Special Education".

While not impacting the ECE program, ECSE faculty sought input from the ECE program faculty as a closely related program and colleagues. The ECE faculty supported this name change. It should also be noted that, while traditionally teacher certification programs at Hunter College were specifically named by New York State certification area, the ECSE Program Coordinator previously designed a dual-certificate Early Childhood program at another institution, which was named "Early Childhood Development, Learning, and Intervention" which was approved by New York State. It is assumed this program name would have the same result.

5. Consultation Statement:
   a) Is the proposed change likely to affect other Departments or Programs?
      [ ] NO [ ] YES – If yes, list department/program: ______________________________
      Has the Department/Program been consulted? [ ] NO [ ] YES [ X ] N/A

   b) Does this affect the Library? [ ] NO [ ] YES
      Have you consulted the subject liaison? [ ] NO [ ] YES
      For new courses or programs, please consult.

AIII.12 THE FOLLOWING IS THE REVISED CURRICULUM FOR DANCE LEADING TO THE BA DEGREE.

Dance Department
Hunter College, CUNY

Proposed Changes in a Degree Program

Program Name and Degree Awarded: BA in Dance
HEGIS Code: 1008.00
NY State Program Code: 33651
MHC Code HEGIS Code: 60154
Effective term: Fall 2018

1. Program Learning Outcomes:
   Upon completion of this major students will be able to:
Demonstrate that they can recognize, analyze, and critique ideas in dance from multiple perspectives and through physical, spoken, and written media.
Demonstrate technical understanding of both classical ballet and contemporary dance.
Manifest an understanding of the artistic and technical elements of dance and movement that lead to performance artistry.
Demonstrate collaboration and professionalism in creating and performing dance.

2. Detailed Description of the Proposed Modification(s)
We propose to:
- Increase the total required credits from 34 to 42 (minimum)
- Establish 4 curricular content areas with required courses in each:
  1. Dance Technique and Performance
  2. Creative Work
  3. Dance Studies
  4. Electives or Repeatable Courses
- Increase required credits in Dance Technique courses from 12 to 20
- Provide a broader range of style and level choice within the Dance technique credits.
- Increase repeatability of Dance Technique and Repertory courses to allow for continued training at appropriate levels of accomplishment.
- Allow repeatable courses to be substituted for electives
The new curriculum structure creates flexibility in sequencing and choice of dance styles and acknowledges differences in student skill levels and previous dance experience. It carves out space for DAN electives that do not exist in the current linear structure.

3. History and Objectives
The current Dance Major curriculum was established more than 14 years ago and has not undergone a comprehensive revision since. In the interim, the field of dance has gone through galvanic change related to artistic, political, and cultural thinking. Access to the art form in K-12 schools, local studios, and the public sphere has shifted both our student population and program content nationally. Additionally, Hunter's Dance Program has seen remarkable growth since the curriculum was created. It has become an independent department (formerly a program in Music), has created and launched graduate curricula, and has received significant donor support leading to major facilities improvements. For the past six years, the Dance Department has reflected carefully on these changes and is researching ways to modernize the curriculum we offer for undergraduate dance majors. With newly stabilized administrative support in and for the Department, we are now ready to move forward with a comprehensive set of curricular changes designed to complement Hunter’s focus on developing vibrant and forward-looking arts curricula.
Our objectives in revising the major are to:
- Increase the rigor of dance technique and creative work expectations
- Diversify pathways toward individual interests within the major curriculum
- Enhance respect and support for diverse aesthetic practices and cultures
- Clarify pre-requisites and sequencing of required courses
- Individualize advancement through technique levels
- Make more effective use of our current budgets, facilities, and staffing
- Reinforce our focus on developing individual artistic vision and skill
- Support our commitment to dance study as a broadly humanistic endeavor
- Provide better support for the students who are aspiring to professions in dance while preserving “open door” policies for admission to the dance major in keeping with the mission of the college

The details of this curriculum revision were developed by full-time faculty members of the Dance Department with appropriate input from our community of adjunct faculty, students, and colleagues in the field. In our research, we have studied the other arts departments at Hunter for precedent and for continuity of structures, practices, and culture, as well as reviewing dance curricula in other nationally recognized institutions. We discussed at length the sustainability of these degree changes in terms of specialized teaching spaces, faculty resources, and implications to our capacity to support our department learning outcomes.

<table>
<thead>
<tr>
<th>From (strikethrough what will be changed)</th>
<th>To (underline the changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Course Prefix, Five-Digit Course Number (XXXXX), and Name Crs.</td>
<td>The BA in Dance at Hunter is open to all students who have been admitted to Hunter college.</td>
</tr>
</tbody>
</table>

**Foundational Courses**

Foundational Courses include courses in dance and prerequisites to these courses. These courses must be completed before embarking upon the major. Students with appropriate background may be exempted from some or all Foundational Courses. All students must take a technique placement class prior to the beginning of each semester in order to gain permission for registration. Students should check the department website for placement class dates.

Note: Several courses leading to (foundational) or within this major may fulfill parts of the Hunter Core Requirement (CUNY Common Core [CCC], Hunter Focus, Concurrent Requirements). When selecting courses, it may be to a student’s advantage to choose courses that count toward the Hunter Core Requirement and also advance the student on the path to the major. Details on the Hunter Core Requirement can be found here: Appendix I: Hunter Core Requirement.

In the case of Dance, the courses that meet CCC are:

<table>
<thead>
<tr>
<th>Courses</th>
<th>CUNY Common Core</th>
<th>Foundational or Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 23200</td>
<td>Creative Expression</td>
<td>Foundational</td>
</tr>
<tr>
<td>DAN 10200</td>
<td>Creative Expression</td>
<td>Foundational</td>
</tr>
</tbody>
</table>

The following 34-credit curriculum is required of all majors.

- Be registered in at least one dance technique course every semester in order to remain a Dance major in good standing, unless granted exemption by the department;
- Perform in a minimum of 2 student choreographed pieces during their studies at Hunter College;
- Earn a C grade or better in all courses required for the major (grades below C will not count toward the major.)

All Dance majors are required to earn 42 credits minimum in DAN courses and complete all requirements including:

- Be registered in at least one dance technique course every semester in order to remain a Dance major in good standing, unless granted exemption by the department;
- Perform in a minimum of 2 student choreographed pieces during their studies at Hunter College;
- Earn a C grade or better in all courses required for the major (grades below C will not count toward the major.)
Note: All dance technique classes may be taken two times for credit.

<table>
<thead>
<tr>
<th>Courses Required for the Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>The BA Dance Degree Curriculum of 42-46 credits is divided into 4 areas of study:</td>
</tr>
</tbody>
</table>

1. Dance Technique and Performance (20-24 credits minimum)
   - Four credits of any dance technique style at level I (all four credits must be in the same style) (4)
   - Four credits of dance technique level III (all four credits must be in the same style) (4)
   - Eight credits of dance technique any style at level I or higher (8)
   - DAN 43200 (1) and 43300 (1)
   - DAN 44000 (2)
   - Students who do not place into a dance technique level 1 class must take DAN 10100 Fundamentals of Contemporary Dance and/or DAN 14500 Fundamentals of Ballet (0-3)

2. Creative Work (11 credits)
   - DAN 12400 Production Crew (.5 x 2)*
   - DAN 22100 Improvisation (1)
   - DAN 22400 Stagecraft (1)
   - DAN 32100 Composition 1 (2)
   - DAN 42100 Composition 2 (2)

| DAN 15100 – Folk Forms of Dance I |
| DAN 21000 – Contemporary Dance Technique I |
| DAN 21300 – Basic Musicianship for Dancers |
| DAN 22000 – Contemporary Dance Technique II |
| DAN 22100 – Improvisation as a Creative Process I |
| DAN 23200 – 20th-Century Dance History |
| DAN 24500 – Ballet I |
| DAN 31000 – Contemporary Dance Technique III |
| DAN 32000 – Contemporary Dance Technique IV |
| DAN 32100 – Composition I |
| DAN 32400 – Production I |
| DAN 34500 – Ballet II |
| DAN 35000 – Anatomy and Kinesiology for Dancers |
| DAN 42200 – Choreographic Projects |
| DAN 44000 – Lecture/Demonstration Touring Group |
A placement audition is required of all incoming majors. All dance majors are required to be registered in at least one technique class every semester they are in attendance at Hunter. Performance, choreography, and technical production requirements are to be fulfilled prior to graduation. These requirements include:

1. Performance in at least two (2) concerts.
2. Choreography of at least two (2) works:
   a. solo performed in open composition.
   b. group work developed during fall and spring semesters and performed in formal concert.
3. Production crew work in two (2) formal concerts.

Note: All required classes are not offered every semester. Annual meetings with dance advisers are essential for both majors and minors in order to assure that required coursework will be completed in time for graduation.

Policy on advancement through the technique curriculum

All dance students should be aware that completion of a dance technique course for a passing grade does not automatically guarantee acceptance into the next level of technique. For example, if you pass the Fundamentals of Contemporary Dance course, you may not necessarily be admitted to Contemporary Dance Technique I.

- DAN 42200 Dance Workshop (2)
- DAN 42400 Dance Production (2)

*Please note that DAN 12400 Production Crew must be taken twice to complete the major.

3. Dance Studies (8 credits)
   - DAN 21300 Musicianship for Dancers (2)
   - DAN 23200 Dance History (3)
   - DAN 25000 Anatomy & Kinesiology for Dancers (3)

4. Electives (3 credits)*

   - DAN 15100 Global Dance 1 (1)
   - DAN 25100 Global Dance 2 (1)
   - DAN 25200 Special Topics: Traditional Dance 1 (2)
   - DAN 25300 Jazz Dance 1 (2)
   - DAN 25400 Jazz Dance 2 (2)
   - DAN 35200 SP Topics: Traditional Dance 2 (2)
   - DAN 37000 Special Topics in Dance Studies (2)
   - DAN 34200 Teaching Dance (3)
   - DAN 25500 Dance Pedagogy (2)
   - DAN 46100 Senior Seminar (2)
   - DAN 48000 Independent Study (1-3)
   - DAN 49000 Honors in Dance (3)
   - DAN 49800 Internship (1-3)

*Dance Technique and Creative Work courses are repeatable for elective credit.

Note: All required classes are not offered every semester. Annual meetings with dance advisers
Your instructor will, at the end of the current course, advise you to either repeat the course for credit or to move on to the next level. (You can take technique courses twice for credit, and it is also possible to audit thereafter.) It is neither safe nor constructive to place yourself in a class that is not appropriate for your skill level. The quality of your dance education is of utmost importance to us — this policy is designed to maintain the highest standards of learning and achievement. All dance majors are required to register for at least one technique course every semester they are enrolled at Hunter College.

Additional Information

The undergraduate adviser suggests the appropriate sequence of electives for the career specialization the student chooses.

Prerequisites for all dance majors:

Attendance at placement class audition prior to the beginning of the semester.
Meeting with Dance Adviser prior to declaration of major.

Sub-total = 34
Electives = 0
_____ ET electives +
Total credits required = 34

4. Rationale:
The shifting realities in the professional field, advancements in pedagogical thinking, developments in cultural awareness and accessible technologies, and a new demographic of students entering the program have rendered our current curriculum outdated. With a stabilized department administration, support from Hunter administration, and the addition of a new dance studio and resource center on the 5th floor of Thomas Hunter Hall, we are in a very good position to implement these curricular changes resulting in greater opportunities for our students and with minimal impact to the college resources.

Consultation Statement:

a. Is the proposed change likely to affect other Departments or Programs?
   [ ] NO [ X] YES – If yes, list department/program: Education
AIII.15 ADDITION OF A NEW ACCREDITED NUTR TRACK: INTEGRATED PROGRAM IN NUTRITION & DIETETICS (IPND)

School of Urban Public Health/Nutrition
Hunter College

Proposed Change in a Degree Program

Name of the Program and Degree Award: MS Nutrition

HEGIS #: 1306

NY State Program Code: 02442

Revision: Addition of a new accredited NUTR track: Integrated Program in Nutrition & Dietetics (IPND)

Effective Date: Fall 2018

Detailed Description of the Proposed Modification(s)

History and Objectives

Hunter has offered accredited Nutrition programs for over 4 decades. These programs are accredited by ACEND, the Accreditation Council for Education in Nutrition and Dietetics, and prepare students to become Registered Dietitian Nutritionists (RDN). To become an RDN, students must complete an ACEND-accredited Didactic Program in Dietetics (DPD) that provides the theoretical coursework, and an ACEND-accredited Dietetic Internship (DI) that provides the Supervised Practice component. The Nutrition Program offers both, an ACEND-accredited 41 cr MS DPD and a 12 cr certificate bearing DI.

Given the continued shortage of Dietetic Internship positions and in the interest of helping our students to be workplace ready within a shorter time horizon, we have had discussions with our administration regarding merging our DPD and DI to create a seamless integrated program for the past couple years. In Fall 2017, ACEND came out with Future Education Model Accreditation Standards for Graduate Degree Programs and invited programs to submit an application as an early adopter demonstration program. We took advantage of the invitation and submitted an application in
November for a graduate Integrated Program in Nutrition and Dietetics (IPND) that would combine the didactic and supervised practice components. We received approval from the ACEND Board to be an early adopter demonstration program in December and attended the required in-person workshop last week (Feb 8-9, 2018) in Chicago to discuss the proposed curriculum.

Having received ACEND approval, we are now submitting this application for a new accredited Integrated Program in Nutrition & Dietetics (IPND) track. The objective of the proposed 24-month IPND, is to comply with all aspects of the ACEND accredited Future Education Model by integrating academic and practice learning that currently takes students 34 months to complete.

Through this application we are seeking to develop a new ACEND accredited MS Integrated Nutrition & Dietetics Program IPND (53 credit) track that combines the current 41 cr MS DPD and the 12 cr DI

**Justification for the NUTR MS-Integrated Program in Nutrition & Dietetics (IPND):**
To be eligible to sit for the national Registered Dietitian Nutritionist (RDN) credentialing exam, one must complete a DPD and a DI. Upon completion of the DPD, students must apply through an online Dietetic Internship Centralized Application Service (DICAS)--a highly competitive process with a national match rate of only at 50%.

The seamless nature of this new IPND program will offer students the following advantages—
1. Receive a graduate degree in Nutrition in 24 months vs 34 months
2. Obtain *guaranteed* supervised practice. Students will not have to submit a DICAS application, saving time, money and aggravation.
3. Receive an integrated academic and experiential learning experience. The sequencing of courses and timing of supervised practice rotations interwoven both during and between academic semesters, will allow for immediate reinforcement of classroom learning with practical field experiences and simulations. We see such integration as the optimal model for education in Nutrition and Dietetics with immediate employment in the field

Upon completion of the IPND, students will receive a MS Nutrition degree. Admission requirements will need completion of 34 prerequisite credits (science/math/nutrition/food science). Students will then complete 41 didactic credits, 12 credits of supervised practice in the areas of Medical Nutrition Therapy, Food Service Management, and Community, with a research project as culminating experience, and pass a comprehensive exam. For Fall 2018 we have been approved to accept 10 IPND students. For the first IPND round we will select students applying to the MS DPD.

The newly created Integrated Program will ultimately supplant the existing ACEND accredited MS-DPD and DI programs. The existing DPD will go through a reorganization and transition into this new model over the next few years. Beginning in the Fall of 2018, 10 students from the DPD applicant pool will be selected to begin the Integrated program. These students will attend classes along with members of the current MS- DPD class and be placed into rotations and Pre-professional seminars alongside their DI counterparts. These 10 students will make up 50% of the accredited 20 internship students in the DI and about one-third of the traditional MS DPD students. The DI is currently accredited for 16 regular and 4 distance learning students. Accreditation for additional spots will be required as the transition progresses and ultimately 60-70 students will be enrolled in the Integrated program at any given time. The BS/MS program will remain intact and will continue to bring qualified diverse students into the Integrated Program.
Annual Graduate Enrollment Transition Plan (new IPND #s highlighted)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>MS-DPD 2nd Yr</th>
<th>MS-DPD 1st Yr</th>
<th>DI</th>
<th>MS IPND 2nd Yr</th>
<th>MS IPND 1st Yr</th>
<th>Total in Accredited Tracks</th>
<th>Total Non-Accredited Tracks</th>
<th>Total Graduate Nutrition Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>35</td>
<td>30</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>85</td>
<td>2</td>
<td>87</td>
</tr>
<tr>
<td>2018-2019</td>
<td>30</td>
<td>25</td>
<td>20</td>
<td>0</td>
<td>10</td>
<td>85</td>
<td>5</td>
<td>90</td>
</tr>
<tr>
<td>2019-2020</td>
<td>25</td>
<td>20</td>
<td>0</td>
<td>10</td>
<td>20</td>
<td>75</td>
<td>15</td>
<td>90</td>
</tr>
<tr>
<td>2020-2021</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>30</td>
<td>70</td>
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<td>2021-2022</td>
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<td>30</td>
<td>20</td>
<td>65</td>
<td>25</td>
<td>90</td>
</tr>
<tr>
<td>2022-2023</td>
<td>35</td>
<td>35</td>
<td></td>
<td>70</td>
<td>20</td>
<td>70</td>
<td>25</td>
<td>95</td>
</tr>
</tbody>
</table>

This application reflects our faculty and administration’s confidence that we have the resources to realize all desired outcomes. Our robust evaluation protocols developed for the DPD and DI will enable achievement of our goals for this Integrated Program. Over the next few years, our programmatic priority will be to strengthen elements of our existing monitoring and evaluation plan, to assure that a consistent advanced, quality education is available to our students.

**NUTR MS DPD Track**

**Prerequisite Requirements**
- General Chemistry w/lab, 4 credits
- Organic Chemistry w/lab, 4 credits
- Anatomy and Physiology I w/lab, 4 credits
- Anatomy and Physiology II w/lab, 4 credits
- Microbiology, 3 credits
- Biochemistry 3 credits
- Intro to Nutrition*, 3 credits
- Intro to Food Science* I, 3 credits
- Intro Statistics or higher, 3 credits
- Any Economics, Psychology, Anthro, or Sociology class, 3 credits

**TOTAL 31-34 prerequisite credits**

*Can be taken as self-study for no credit with a challenge exam given by Hunter Nutrition 3x per year. Science prerequisites require a minimum grade of C. Nutrition/Food Science prerequisites require a minimum grade of B or 80% for the challenge exam.

**NUTR MS DPD Courses (41 credits unless noted)**
- PH 75000 Biostatistics or equivalent
- NUTR 70500 Nutritional Biochemistry

**NUTR MS IPND Track**

**Prerequisite Requirements**
- General Chemistry w/lab, 4 credits
- Organic Chemistry w/lab, 4 credits
- Anatomy and Physiology I w/lab, 4 credits
- Anatomy and Physiology II w/lab, 4 credits
- Microbiology, 3 credits
- Biochemistry 3 credits
- Intro to Nutrition*, 3 credits
- Intro to Food Science* I, 3 credits
- Intro Statistics or higher, 3 credits
- Any Economics, Psychology, Anthro, or Sociology class, 3 credits

**TOTAL 28-34 prerequisite credits**

*Can be taken as self-study for no credit with a challenge exam given by Hunter Nutrition 3x per year. Science prerequisites require a minimum grade of C. Nutrition/Food Science prerequisites require a minimum grade of B or 80% for the challenge exam.

**NUTR MS DPD/Nutrition Courses (41 credits; 3 credits; each unless otherwise noted):**
- PH 75000 Biostatistics or equivalent
| NUTR 71500 Food Service and Management | NUTR 71500 Food Service & Management |
| NUTR 72000 Community Nutrition Education | NUTR 72000 Community Nutrition Education |
| NUTR 72500 Nutrition Research | NUTR 72500 Nutrition Research |
| NUTR 73300 Nutrition and Human Development | NUTR 73300 Nutrition & Human Development |
| NUTR 73100 Advanced Nutrition I | NUTR 73100 Advanced Nutrition I |
| NUTR 73200 Advanced Nutrition II | NUTR 73200 Advanced Nutrition II |
| NUTR 73400 Clinical Nutrition I | NUTR 73400 Clinical Nutrition I |
| NUTR 73500 Clinical Nutrition II | NUTR 73500 Clinical Nutrition II |
| NUTR 74600 Nutrition and Disease | NUTR 74600 Nutrition & Disease |
| NUTR 74700 Advanced Nutrition & Assessment Lab (1 credit) | NUTR 74700 Advanced Nutrition & Assessment Lab (1 credit) |
| NUTR 75600 Food Science & Environment | NUTR 75600 Food Science & Environment |
| NUTR 75700 Food Science & Environment Lab (1 credit) | NUTR 75700 Food Science & Environment Lab (1 credit) |
| **NUTR Culminating Experience (3 credits)** | **NUTR 74800 Nutrition Assessment and Counseling (3 cr)** |
| NUTR 760 Practicum plus Comprehensive Exam | NUTR 77000 Seminar in Dietetics Practice |
|  | NUTR 70100 Pre-Professional Practice-Clinical |
|  | NUTR 70200 Pre-Professional Practice – Food Service |
|  | NUTR 70300 Pre-Professional Practice –Community |
| **Electives** | **Comprehensive Exam (no credit)** |
|  | **Total credits required for degree: 53 credits** |

**NUTR MS- Academic Di Track**
(courses 3 credits each unless otherwise noted)

**NUTR Core Courses (6 credits)**
- PH 75000 Biostatistics or equivalent
- NUTR 72500 Nutrition Research

**NUTR Experiential Practice Courses (12 credits)**
- NUTR 700 Seminar in Dietetics Practice
- NUTR 701 Pre-Professsional Practice in Dietetics: Clinical
- NUTR 702 Pre-Professsional Practice in Dietetics: Food Service
- NUTR 703 Pre-Professsional Practice in Dietetics: Community
<table>
<thead>
<tr>
<th>NUTR Specialization/Major Electives (15 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 72000 Community Nutrition Education</td>
<td></td>
</tr>
<tr>
<td>NUTR 73100 Advanced Nutrition I</td>
<td></td>
</tr>
<tr>
<td>NUTR 73200 Advanced Nutrition II</td>
<td></td>
</tr>
<tr>
<td>NUTR 73300 Nutrition and Human Development</td>
<td></td>
</tr>
<tr>
<td>NUTR 73400 Clinical Nutrition I</td>
<td></td>
</tr>
<tr>
<td>NUTR 73500 Clinical Nutrition II</td>
<td></td>
</tr>
<tr>
<td>NUTR 73600 Nutrition Assessment &amp; Counseling (NEW)</td>
<td></td>
</tr>
<tr>
<td>NUTR 74600 Nutrition and Disease</td>
<td></td>
</tr>
<tr>
<td>NUTR 77000 Topics Nutrition (1, 2 or 3 credits each)</td>
<td></td>
</tr>
<tr>
<td>NUTR 78301, 02, 03 Independent Study (1, 2 or 3 credits)</td>
<td></td>
</tr>
<tr>
<td>Other NUTR or other electives approved by advisor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUTR Culminating Experience (3 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 78000 Capstone or NUTR 79000 Thesis</td>
<td></td>
</tr>
</tbody>
</table>

**Total credits required for degree: 36**

**OR**

**Academic DI Non-Degree**

<table>
<thead>
<tr>
<th>NUTR Experiential Practice Courses (12 credits)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUTR 700 Seminar in Dietetics Practice</td>
<td></td>
</tr>
<tr>
<td>NUTR 701 Pre-Proffessional Practice in Dietetics: Clinical</td>
<td></td>
</tr>
<tr>
<td>NUTR 702 Pre-Proffessional Practice in Dietetics: Food Service</td>
<td></td>
</tr>
<tr>
<td>NUTR 703 Pre-Proffessional Practice in Dietetics: Community</td>
<td></td>
</tr>
</tbody>
</table>

4. **Rationale**: A single paragraph of justification.

To become a Registered Dietitian, one must complete both the DPD academic coursework, and supervised practice through a Dietetic Internship (DI). At present, upon completion of the MS DPD students must separately apply to a DI with a national 50% annual acceptance rate, and the process takes 34 months. In contrast, the proposed integrated IPND, guarantees admitted students a DI placement without having to apply. Students will also have the advantage of advanced integrated didactic and experiential training in nutrition and dietetics that can be completed over 24 months. In addition, the integrative academic and experiential learning, will allow for immediate reinforcement of classroom learning with practical field experiences and simulations. We see such integration as the optimal model for education toward immediate employment in the field as highly skilled practitioners equipped to actively address the health needs of our population.
5. Consultation Statement:
   a) Is the proposed change likely to affect other Departments or Programs?
      [ X ] NO  [ ] YES – If yes, list department/program: 
      Has the Department/Program been consulted?  [ ] NO  [ ] YES

   b) Does this affect the Library?  [ x ] NO  [ ] YES
      Have you consulted the subject liaison?  [ ] NO  [ ] YES
      For new courses or programs, please consult.