LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of change:** Experimental

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 507
Course Title	Restorative Practices & Restorative Justice in Middle and High School Education
Description	Examination and implementation of theories and practices relating to restorative practices and restorative justice. Topics include positive prosocial peer relationships and student/adult prosocial relationships in a classroom/school/community; peaceful resolutions of incidents of harm and injury within a classroom/school/community; and social and emotional practices that address children's and youth's experiences of trauma.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:** In k-12 schools, social work, justice and criminal systems, a new and concerted effort is being made to replace a punishment model of discipline with restorative practices that focus on building and sustaining healthy communities and constructive accountability for harm and injury. Unfortunately, K-12 schools continue to play a significant role in sustaining the school-to-prison pipeline for children and youth. This course will prepare both current and future educators (administrators, teachers, school counselors, parent coordinators, safety officers and school staff) to implement restorative practices that both lead to reduced suspensions and build positive peer-with-peer and youth-with-adult relationships. This course is of particular importance in schools and communities in which children and youth experience different forms of trauma.

This elective course is being proposed as an experimental course to assess preliminary interest from both education candidates and novice, experienced teachers and administrators in building and sustaining prosocial learning environments (school and community) to support students' holistic social, emotional and academic development.

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

1. Develop an understanding of the core principles of restorative practices and restorative justice and how they differ from traditional or punitive approaches
2. Develop an understanding of how to implement restorative practices to address students' experiences of trauma resulting from violence, health issues, and poverty
3. Develop an understanding of the principles and practices of "building community" as it applies to restorative circles
4. Know how to sequence activities to build trust among students so they become more willing to communicate authentically
5. Know how to sequence activities to build trust among students so they become more willing to take the necessary risks to extend and challenge their learning
6. Know how to introduce and lead different types of restorative circles
7. Know how to plan a sequenced restorative circle with essential components for stated purposes
8. Know how to transition into and out of circle time and can switch roles between circle keeper and teacher effectively
9. Know how to use restorative practices in many situations where punitive discipline approaches might have been used in the past
10. Know how to apply restorative questions
11. Develop an understanding of effective communication and experience how it supports classroom discipline and community building

5. Date of Departmental Approval: 3/17/2016

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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of change:** Experimental Course
2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Secondary Education
Course Prefix & Number	ESC 537
Course Title	Principles of Computer Science Education I
Description	Introduction of teaching methodologies (including micro teaching), curriculum design, assessment and research issues in computer science education. Examination of current best practices in computer science pedagogy.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:** ESC 537 is being proposed, as an elective course, in order to respond to the need to introduce pre- and in-service teachers to pedagogical principles of computer science education in secondary science classroom settings. Further, New York State and New York City implemented the new *Computer Science for All* initiative in fall 2015. This will require classroom teachers to have more specialized knowledge in instructional technology, including key pedagogical design principles in computer science education. The proposed course will allow Lehman College to build capacity to meet the demands for quality instructional technology and to build the Computer Science for All initiative (http://www1.nyc.gov/office-of-the-mayor/education-vision-2015-computer-science.page).

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

- Design, plan and justify secondary computer science lessons
- Develop two project-based learning sequences containing direct instruction and the integration of computer science technology, including visualization and simulation environments
- Demonstrate the synthesis of computer science in instruction in real time by leading the class through a custom project-based learning sequence
- Develop formative and summative assessments to measure students learning.

5. **Date of Departmental Approval:** February 4, 2016

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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of change:** New Course
2.

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Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
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Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

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