

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, April 11, 2007 at 2:00 P.M.

Carman Hall B-04

AGENDA

1. **Approval of the minutes of the Senate Meeting of March 7, 2007.**
2. **Announcements and Communications:**
 - a. **President Ricardo R. Fernández**
 - b. **Representative of the Student Conference**
3. **Reports of Standing Committees:**
 - a. **Governance: Vincent Prohaska**
 - b. **Admissions, Evaluations and Academic Standards: Prof. Kevin Sailor**
 - c. **Undergraduate Curriculum: Prof. Barbara Jacobson**
 - d. **Graduate Studies: Prof. Robin Kunstler**
 - e. **Academic Freedom: Prof. Rosalind Carey**
 - f. **Library, Technology, and Telecommunication: Prof. Esther Wilder**
 - g. **Campus Life and Facilities: Prof. Elhum Haghightat**
 - h. **Budget and Long Range Planning: Prof. Eric Delson**
 - i. **University Faculty Senate: Prof. Manfred Phillip**
4. **Old Business: None**
5. **New Business: None**

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Minutes of
The Lehman College Senate Meeting
Wednesday, March 7, 2007

6 **Senators Present:** Akan, A.; Albelda, A.; Albelda, V.; Awoyomi, T.; Bailey, M.; Banoum, B.;
7 Bard, A.; Blot, R.; Bonastia, C.; Bullaro, G.; Calvet, L.; Carroll, M.;
8 Chowdhury, N.; Digby, A.; DiPaolo, M.; Dominguez, A.; Feinerman, R.;
9 Fernández, R.; Ferraro, M.; Figueroa, J.; Fleitas, J.; Folsom, C.;
10 Ganjian, I.; Georges, C.; Gottlieb, M.; Gulla, A.; Haghghat, E.;
11 Happaney, K.; Harushimana, I.; Hurley, D.; Hsueh, T.; Jacobson, B.;
12 Jervis, J.; Johnson, A.; Jones, L.; Kolb, P.; Kunstler, R.; Lazarus, M.;
13 Levitt, J.; Lowenstein, D.; Magdaleno, J.; Marianetti, M.; Matthews, E.;
14 Mineka, J.; Munch, J.; Myrie, D.; Nwogu, E.; Pascal, A.; Philipp, M.;
15 Pierre, K.; Pirch, K.; Polirstok, S.; Prohaska, V.; Sailor, K.;
16 Salamandra, C.; Salvatore, R.; Sieger, L.; Silverman, H.; Sloan, H.;
17 Tananbaum, D.; Tilley, J.; Tramontano, W.; Troy, R.; Verdejo, V.;
18 Wheeler, D.; Whittaker, R.; Wilder, E.; Williams, L.; Xia, Z.;
19 Zucchetto, V.

21 **Senators Absent:** Amaechi, C.; Ameen, S.; Aronowitz, J.; Bahadourian, J.;
22 Bambshad-Alavi, M.; Berrhe, K.; Bird, E.; Blanco, W.; Boyar, A.;
23 Capetola, L.; Carey, R.; Chau, J.; DeJesus, A.; DeMinco, S.; Diraimo, S.;
24 Em, C.; Esteves, C.; Fields, J.; Fletcher, D.; Fiol-Matta, L.; Garanin, G.;
25 Gurdak, D.; Holloway, J.; Ibrahim, N.; Ihde, T.; Jafari, M.; Jean, Y.;
26 Joseph, C.; Kleiman, S.; Lawrence, D.; Lundy, T.; Merzel, C.; Natividad, R.;
27 Ogunjemilusi, O.; Perry-Rider, G.; Rice, A.; Ricourt, M.; Sim, L.;
28 Selwyn, S.; Tesoro, M.; Tobgay, K.; Totti, X.; Vielot, C.; Voge, S.; West, J.;
29 Wilson, S.; Winter, J.; Wyckoff, S.; Zuss, M.

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31 President Ricardo Fernández called the meeting to order at 2:05 p.m.
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33 **Minutes Adopted**

34 A motion was made and seconded to adopt the minutes of the Senate
35 meeting of February 7, 2007. The minutes were unanimously approved
36 with the correction that Prof. McDonald's first name was Steven, not
37 David.
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42 **Announcements and Communication**

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44 **a. President Ricardo R. Fernández-**

45 1. Regretfully, President Fernández reported the death of Corporal Ignacio Recio of
46 the Department of Public Safety. The President asked for a moment of silence in
47 tribute to Corporal Recio who was with the department for 18 years.

48 2. President Fernández said that we are keenly monitoring developments in Albany
49 while discussions on the budget are on-going. The Senate and the Assembly have
50 agreed on how much additional money is available. And that is \$575 million at a time
51 when revenues are holding steady. While this is good news, the reality is we're facing
52 some clear priorities. The media are reporting the Governor as being on a "rampage"
53 against the health industry and the hospitals. Health is clearly the major issue in
54 Albany, and no one will change that. Also, the State has to put more money in five
55 urban school districts that have low achieving students. After these two priorities, we
56 want Higher Education to be the next major issue. The Governor appointed a
57 Commission on Public Higher Education, which will issue a report before the end of
58 the year.

59 3. The University, using non tax-levy money (i.e., private money), last year
60 developed a web site called, "SupportCUNY.org." A message will be sent to the
61 campus community, explaining what this is. Those who wish, may use their
62 privately owned computers to contact the Governor and other elected officials to
63 express their feelings on this budget. Last year the University, through this web site,
64 generated 40,000 messages. The University is seeking \$24 million for the Senior
65 Colleges, a smaller amount for the Community Colleges (they're funded differently),
66 and funding for what is called the Enterprise Resource Planning. This is a
67 comprehensive plan to modernize the systems for personnel, budgets, and record
68 keeping that this university desperately needs.

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70 **b. Student Conference-**

71 There was no report.

72 **REPORTS OF THE STANDING COMMITTEES**

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74 **a. Committee on Governance-**

75 1. Prof. Vincent Prohaska referred to the University's Student Complaint Procedure
76 which was discussed at the last General Faculty meeting. One of the steps is the
77 involvement of an Appeals Committee. The Committee includes two faculty
78 members and one student elected by the respective student and faculty senate.
79 Nominated for the Student Complaint Appeals Committee were Prof. Russell
80 Bradshaw, Middle & High School Education; Prof. Anne Reid, Psychology; and Mr.
81 Alfred Dominguez, a student. The slate was approved.

82 2. To fill the vacancy on the Library, Telecommunications and Technology
83 Committee until the end of this semester, the Committee nominated Prof. James
84 Carney, Journalism, Communications and Theatre. Nominated from the floor was
85 Prof. Patricia Cockram, English Department. A ballot vote was taken and Prof.
86 James Carney was elected.

87 3. The next committee meeting is scheduled for 2 p.m. on Thursday, March 29 in
88 Shuster 179.

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90 **b. Committee on Admissions, Evaluations and Academic Standards-**

91 There was no report. The next committee meeting is at 2 p.m. on March 21, in
92 Shuster 280.

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94 **c. Undergraduate Curriculum -**

95 1. Prof. Barbara Jacobson received proposals from three departments: the Department
96 of Health Sciences; the Department of Journalism, Communication, & Theatre; and
97 the Department of History and Program in Women's Studies. The proposals were
98 approved.

99 2. The next meeting probably will be a week from Monday at 9 a.m. in the IT Center.

100

101 **d. Committee on Graduate Studies-**

102 There was no report. The next meeting is not yet scheduled.

103 e. **Committee on Academic Freedom-**

104 There was no report.

105 f. **Committee on the Library, Technology and Telecommunications-**

106 1. Prof Esther Wilder reported that the Committee is looking into the availability of
107 information concerning IT resources on campus. It would like to see a computer
108 resource guide that provides information concerning the availability of different
109 technologies, such as where they are located and when they are available. The
110 Committee believes that the IT Center is in the best position to prepare such a guide.

111 Meanwhile, it learned recently that the College is planning the publication of an IT
112 newsletter.

113 2. The Committee is always concerned about how funds from the Student Technology
114 fee are spent. Here at Lehman, student tech fees monies are used only in ways that
115 directly impact students. At other CUNY schools, they are sometimes used to support
116 faculty development efforts with the understanding that students will indirectly
117 benefit. Meanwhile at Lehman, a direct benefit is considered necessary.

118 3. The Committee has been informed that efforts are underway to upgrade technology
119 at Lehman. The highest priority has been given to the teaching labs and classrooms.

120 4. Finally, the Committee has been looking into the email system on the campus. The
121 College has been discussing the possibility of adopting a Google email system which
122 is offered free from the company. Dr. Xia met with students from Student Life, and
123 there was overwhelming support for this initiative. If Lehman adopts Google's email
124 (gmail), the email system will rest on Google's server, but it will use Lehman's
125 domain name. The new email system will be optional for students, faculty and staff.
126 Google email has about two gigabytes of storage, and the Google email system has
127 been favorably received at other schools. (During the report there was an update from
128 Dr. Xia that CUNY is close to signing the contract with Microsoft).

129 5. The Committee is reviewing student and faculty needs on campus and welcomes
130 the input of the College community.

131 6. The next meeting will be held from 11 to 12:30 p.m. on March 13 in the Library
132 Conference Room to discuss the results of the faculty technology survey and the

133 student experience survey which also addresses technology concerns.

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135 **g. Committee on Campus Life and Facilities-**

136 1. Prof. Elhum Haghghat referred to the issue of high school students on campus,
 137 which the committee has investigated. The concerns were: Who is responsible for
 138 high school students while they are present on campus? How much of the facilities
 139 are they allowed to use? (Use of the cafeteria, for example.) Also, use of the
 140 College's facilities by high schools and faculty use of high school facilities were
 141 concerns. Faculty members complain that they have not been able to use technology
 142 equipment when using High School of American Studies' classrooms for College
 143 classes, for example. To resolve these issues, the Committee agreed that the use of
 144 College facilities by high school students would be submitted to the Senate as a
 145 motion. Fortunately, the issues were resolved. The College administration initiated
 146 meetings with the principal of the High School of American Studies and the Celia
 147 Cruz High School of Music regarding use of the College cafeteria (the biggest
 148 concern). Both high schools readily agreed to changes:

149

- 150 • The High School of American Studies agreed to reduce the size and stagger
 151 the groups going to the food service area to limit the size of the crowd.
 152 Originally, all 300 students were allowed to go at once to the food service
 153 area; now students will go in smaller groups to reduce the lines.
- 154 • The Celia Cruz High School of Music has been advised that the students are
 155 not allowed in the Cafeteria, and students are to be escorted to and from the
 156 campus.
- 157 • Public Safety will strictly enforce the agreement.

158

159 2. Regarding the college's use of the High School of American Studies classroom
 160 technology, a representative of the Committee, Prof. Mary Tesoro volunteered to
 161 meet with the high school's Principal, Mr. Alessandro Weiss, and Ms. Sandra Lerner,
 162 Deputy to the President for High School and Educational Initiatives.

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3. The next scheduled meeting will be held after today's Senate meeting in Shuster
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165 **h. Committee on Budget and Long-Range Planning-**

166 There was no report.

167 **i. University Faculty Senate- (UFS):**

168 **1. Prof. Manfred Philipp reported that the University Faculty Senate has been in**
 169 **intense negotiation with CUNY officials on the professional structure of the School of**
 170 **Professional Studies. Several drafts of the proposed Governance Structure have been**
 171 **worked out but negotiations broke off last week.**

172 The Governance of the School of Professional Studies is clear; it is more like the
 173 Governance of a college, with a Council composed mostly of the faculty. Twenty-five
 174 percent of the faculty will be represented on the Council through an election process.
 175 The Dean of the School will have a powerful role and will appoint nearly every
 176 position including the program directors, equivalent to Department Chairs. The
 177 Executive Vice Chancellor and the President of the Graduate Center will be present
 178 on the Council in non-voting ex-officio roles. The University Faculty Senate, which
 179 currently delegates three members to the Council, will only advise on the future
 180 naming of members, which is the point of disagreement at this point.. We were
 181 willing to withdraw from the affairs of the School of Professional Studies, but since
 182 the Chancellery refused to withdraw, we did the same. Another major sticking point
 183 is the election of Department Chairs, in this case, program heads. In the current draft,
 184 these are appointed positions. UFS prefers that they be elected by the faculty
 185 involved. After the Governing Council approves this draft, then it will go to the Board
 186 of Trustees. The School of Professional Studies wants to compete with the campuses
 187 in on-line degrees, not in brick and mortar degrees, and right now the regulations
 188 prohibit that. Which this change they will now be allowed to compete on on-line
 189 degrees.

190 **2. The flow of new University procedures continues. For example, we have the**
 191 **procedure on Student Complaints against Faculty, a Computer Use Policy, and a**
 192 **Multiple Position Policy, all of which have been passed by the Board. On the last**
 193 **proposal, the University Faculty Senate representative on the Board Committee**
 194 **abstained. However, that abstention was in deference to the faculty members who**
 195 **realize how the additional teaching opportunities could enhance their income. It**

196 would almost double the teaching a faculty member could do. This, of course, is a
197 double-edged sword for people who argue we should have lighter teaching loads. The
198 Chancellery modified the proposal to reduce the amount of possible teaching and the
199 proposal was passed.

200 3. The proposed Conflict of Interest Policy was communicated to the University
201 Faculty Senate two days ago. It was discussed with Chancellor Matthew Goldstein
202 yesterday morning. That new proposal has to follow State guidelines. There are
203 details that have to be worked out with the Chancellor. On the other hand, Section
204 Four makes it much easier to conduct businesses for faculty members. Many think it's
205 aimed at faculty members who are involved in business activities through their
206 research. The University Faculty Senate has, as yet, no opinion on the Policy at this
207 time.

208 4. On CUNY-SUNY relations, the University Faculty Senate will meet on Friday
209 with its SUNY counterpart in the interest of developing common legislative agendas.
210 One objective would be for both universities to be permitted to offer courses to prison
211 inmates. At CUNY, we are not prohibited, and we are trying to convince SUNY the
212 practice is a good idea.

213 5. In terms of the CUNY Academy, the University Faculty Senate is taking a larger
214 role. We've solicited funds to provide new prizes and awards for faculty members
215 connected with the Academy.

216 6. The Spring Conference will take place on April 13 on the theme of Regulation of
217 Human Subject Research.

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219 Before adjourning the meeting, President Fernández made some informal comments.
220 He said while we refer to the Graduate Center, it's actually named the Graduate
221 School and University Center. Under State law, they have separate functions. The
222 University Center, up to this point, has been scarcely utilized as a vehicle to offer
223 programs. It has now come alive and provides a vehicle for these professional studies.
224 On another matter, he mentioned the Performing Arts Center at Lehman, which has
225 been transformed, offering wonderful programs and a special discount for students. If
226 a student shows up just before the show and a seat is available, it will cost only \$5.00.

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OLD BUSINESS

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There was no old business.

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NEW BUSINESS

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There was no new business.

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ADJOURNMENT

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The meeting was adjourned at 2:40 p.m.

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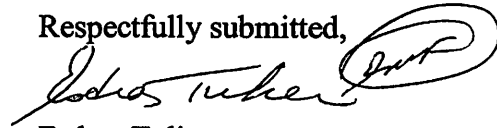
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Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Esdras Tulier", enclosed within a large, loopy circular flourish.

Esdras Tulier

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. Type of Change: Experimental Course

2. Course Title and Description:

PHE 680 Topics in Public Health, 1-3 hr., 1-3 cr.

Examination of variable issues and current topics of interest in public health.

3. Rationale:

Public health is a dynamic field with new knowledge, practitioner skills and field-based techniques constantly evolving. Students in the Master of Public Health Program need to be kept up to date and the faculty need to have flexibility in course offerings. A variable issues course will allow the faculty to meet this need. These topics are in addition to specific public health competencies that are included in the regular curriculum. No prerequisite is necessary because appropriate background will be included in each course.

4. Academic Objectives and Justification for the Course:

The main objectives for the course include:

- Increasing student exposure to current and developing public health needs; for example, public health preparedness and bio-terrorism.
- Offering students specific public health practice skills such as how to conduct a community needs assessment or the value and organization of focus groups for research.
- Providing an opportunity for an experimental course such as Global Health that might be integrated as a permanent course.

5. Syllabus and Texts:

- Public Health Management of Disasters: The Practice Guide by Linda Young Landesman, American Public Health Association Press, 2005.
- Are We Ready? Public Health since 9/11 by David Rosner and Gerald Markowitz, University of California Press, 2006.
- The Focus Group Kit by David L. Morgan and Richard A. Krueger, including Planning, Developing Questions, Moderating, Involving Community Members and Analyzing and Reporting Results, Sage Publications, 1998.

- Betrayal of Trust: The Collapse of Global Public Health by Laurie Garrett, Hyperion, NY, 2000.

6. **Effect on Curriculum Offerings Outside the Department:** None
7. **Faculty:** Full-time faculty, or specialists in particular fields, will teach this course.
8. **Estimated Enrollment and Frequency:** 20 students; once a year.
9. **Date of Departmental Approval:** March 21, 2007

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ENVIRONMENTAL, GEOGRAPHIC, AND GEOLOGICAL
SCIENCES
CURRICULAR CHANGE

Hegis Code: 2206.00

Program Code: 452/2682

1. Type of Change:

New Course

2. Course Title and Description:

GEP 632: Environmental Health and Geographic Information Sciences
(GISc)
4 hours, 3 credits (2 hours lecture, 2 hours lab)

Exploration of the field of environmental health, with special emphasis on spatial factors, medical geography, and the use of Geographic Information Science (GISc) to analyze relevant relationships between environmental impacts, diseases, demographics, socio-economic conditions, and the implications on public health and policy. Lab work uses GISc to examine and analyze environmental health, population, and natural and built environmental data for planning and research.

Prerequisite: NONE

3. Rationale:

This course is intended to meet the needs of students in the natural and social science disciplines that are linked to geographical location, within the context of promoting enhanced understanding of broad medical geographical concepts. A thorough understanding of mapping, spatial analysis, and new computer-aided geo-statistical methodologies is critical within many scientific disciplines. This course is intended to serve as one of the electives in the EGGS Department's graduate level certificate program in Geographic Information Science, and the proposed new multidisciplinary Master's degree program in Geographic Information Science, Engineering, and Technology, a joint program under development with City College's Departments of Civil Engineering, Earth and Atmospheric Sciences, and Landscape Architecture. It will also be available to students in the Master's of Public Health program.

Lehman College Department of Environmental, Geographic, and Geological Sciences - Curricular Change -
GEP 632

This course has no pre-requisite. The material presented does not require specialized prior experience or background beyond that normally expected in qualified graduate students. No prior experience with GISc is assumed for this class.

4. Academic Objectives:

Through a series of lectures, GISc laboratory work, and the preparation and presentation of a major paper about environmental health GIS/medical geography, students will have the opportunity to learn about major topics in environmental health, as well as GISc techniques and their applications to environmental health science problem-solving.

Students will have the opportunity to:

- Increase their understanding of broad environmental health science concepts by focusing on topics such as environmental epidemiology, environmental toxicology, environmental justice, environmental policy, hazardous substances, air and water quality, food safety, global warming, population pressures, solid waste, occupational health, and risk assessment, as related to environmental health.
- Develop and enhance computer literacy, and the ability to conduct data exploration and data visualization of complex medical and environmental geographic information;
- Improve research abilities, especially ability to use primary data and unconventional data sources;
- Learn practical applications of latest statistical and spatial analytical methods;
- Translate GIS functions of spatial analysis and computer mapping to solving real-world problems in the environmental health and medical geography fields.

5. Syllabus and Texts:

Suggested Syllabus Topics:

Environmental Epidemiology
Environmental Toxicology
Environmental Policy and Regulation
Environmental Health Justice
Population Pressures
Children's Health and the environment
War and Violence
Environmental Health in Developing Countries
Zoonotic and Vector-Borne Diseases
Toxic Metals and Elements
Pesticides and Other Organic Chemicals
Exposure Analysis, Environmental Health Impact Analysis
Water Quality
Air Quality
Solid and Liquid Wastes

Lehman College Department of Environmental, Geographic, and Geological Sciences - Curricular Change – GEP 632

Food Safety
Occupational Health
Risk Assessment

Suggested Texts:

Essentials of Environmental Health, by Robert Friis, 2007, Jones and Barlett Publishers, Sudbury, MA

GIS Tutorial for Health, by Kristen Kurland and Wilpen Gorr, 2006, ESRI Press, Redlands, CA
Environmental Health: From Global to Local, by Howard Frumkin, (Editor), 2005, Jossey-Bass.

GIS and Public Health, by Ellen Cromley and Sara McLafferty, 2002, Guilford Press, New York, NY

Cartographies of Disease: Maps, Mapping, and Medicine, by Tom Koch, 2005, ESRI Press, Redlands, CA

Geographies of Health: An Introduction, by Anthony Gatrell, 2001, Blackwell Publishing Professional.

6. Effect on Curriculum Offerings Outside the Department:

None.

7. Faculty:

The course will be taught by members of the faculty of the Department of Environmental, Geographic, and Geological Sciences.

8. Estimated Enrollment and Frequency:

Anticipated enrollment is 20 students. The course will be offered one time per year.
Current mean enrollment in courses offered by the department: 20

9. Date of Departmental Approval:

February 7, 2007

LEHMAN COLLEGE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ENVIRONMENTAL, GEOGRAPHIC, AND GEOLOGICAL
SCIENCES
CURRICULAR CHANGE

HEGIS Code: 2206.00

Program Code: 452/2682

1. Type of Change:

New Course (experimental)

2. Course Title and Description:

GEP 640 Urban Geography and Geographic Information Science (GISc)
4 hours, 3 credits (2 hours lecture, 2 hours lab)

The contribution of *geographical concepts and methods* to an understanding of contemporary and future urban issues; the use of GISc for the study of the internal structure of cities and urban systems. Lab work involves using GISc to explore the form and function of urban areas, and to solve critical urban problems using spatial analysis.

Prerequisite: NONE

3. Rationale:

This course is intended to meet the needs of students in the natural and social science disciplines that are linked to geographical location, within the context of promoting enhanced understanding of broad geographic concepts. A thorough understanding of mapping, spatial analysis, and new computer-aided geo-statistical methodologies is critical within many scientific disciplines. This course is intended to serve as one of the electives in the departmental graduate level certificate program in GISc, and the proposed new multidisciplinary Master's degree program in Geographic Information Science, Engineering, and Technology, a joint program under development with City College's Departments of Civil Engineering, Earth and Atmospheric Sciences, and Landscape Architecture.

This course has no pre-requisite. The material presented does not require specialized prior experience or background beyond that normally expected in qualified graduate students. No prior experience with GISc is assumed for this class.

4. Academic Objectives:

Lehman College Department of Environmental, Geographic, and Geological Sciences - Curricular Change – GEP 640 (experimental)

Through a series of lectures, GISc laboratory work, and the design of a GISc project, students will have the opportunity to learn about urban geographic theory and practice, as well as GIS techniques and their applications to urban geographic problem-solving.

Students will have the opportunity to:

- Increase their understanding of broad urban geographic concepts and theories, by exploring the topics of city dynamics, classic and postmodern models, central place theory, urban migration and mobility, race, ethnicity, and gender, urban migration, poverty, industrial and post-industrial urban societies, residential segregation, land use change, gentrification, urban and suburban sprawl, housing, urban environmental issues, and regional planning.
- Develop and enhance computer literacy, and the ability to conduct data exploration and data visualization of complex geographic information;
- Improve research abilities, especially ability to use primary data and unconventional data sources;
- Learn practical applications of latest statistical and spatial analytical methods;
- Translate GIS functions of spatial analysis and computer mapping to solving real-world problems in urban geography, and to apply these techniques to generate recommendations for policy and decision-making in the urban planning arena.

5. Syllabus and Texts:

Suggested Syllabus Topics:

Origins and Development of Cities
 Physical Form and Structure of Urban Areas
 Evolution of the American Urban System
 Globalization and the Urban System
 Urban Land Use
 Central Place Theory
 Landscapes of Production
 Urban Migration
 Gentrification
 Models of Social Geography
 Urban Environmental Issues
 Urban Housing Markets: Sprawl, Blight, and Regeneration
 Segregation, Race and Urban Poverty
 Immigration, Ethnicity, and Urbanism
 Cities in the Less Developed World
 Regional Variation in Urban Structure and Form

Suggested Texts:

Urban Geography, by Kaplan, Wheeler, and Holloway, 2004, John Wiley and Sons
Exploring the Urban Community: A GIS Approach, by Green and Pick, 2006, Prentice Hall
Mapping Global Cities: GIS Methods in Urban Analysis, by Pamuk, 2006, ESRI Press

Lehman College Department of Environmental, Geographic, and Geological Sciences - Curricular Change - GEP 640 (experimental)

6. Effect on Curriculum Offerings Outside the Department:

None.

7. Faculty:

The course will be taught by members of the faculty of the Department of Environmental, Geographic, and Geological Sciences.

8. Estimated Enrollment and Frequency:

Anticipated enrollment is 20 students. The course will be offered one time per year.
Current mean enrollment in courses offered by the department: 20

9. Date of Departmental Approval:

February 7, 2007

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in number of credits

2. **From:**

DFN 630: Special Topics in Nutrition. *3 hours, 3 credits (may be reelected, as topics change, for a maximum of 6 credits).* Consideration of recent developments in the field of nutrition. PREREQ: 9 credits of core nutrition courses.

To:

DFN 630: Special Topics in Nutrition. *1-3 hrs, 1-3 cr (may be reelected, as topics change, for a maximum of 6 credits).* Consideration of recent developments in the field of nutrition. PREREQ: 9 credits of core nutrition courses, or permission of advisor.

3. **Rationale:** Changing the course credits from 3 credits to variable credits gives the opportunity for added flexibility in course offerings. Courses examining current topics of importance in nutrition could be offered as 1 credit, 2 credits, or 3 credits depending upon the amount of material, the focus of the topic, and the format of the course.

4. **Effect on Curriculum Offerings Outside the Department:** None

5. **Faculty:** Full-time faculty, or specialists in particular fields, will teach this course.

6. **Estimated Enrollment and Frequency:** 20 students; once or twice a year.

7. **Date of Departmental Approval:** March 21, 2007

Experimental Course

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

DEPARTMENT OF
HEALTH SCIENCES -- PROGRAM IN RECREATION EDUCATION

CURRICULUM CHANGE

1. Type of change: Experimental Course
2. Course Description: REC 640 Therapeutic Recreation and Disabilities 3 hrs., 3 cr.
Characteristics, functional limitations, implications for treatment, and overall impact of a variety of disabilities on the individual, family and society.
3. Rationale: One of the major competency areas tested on the examination for national certification as a therapeutic recreation specialist is diagnostic groupings of disabilities. Even though many of our current courses include working with individuals with disabilities they do not provide the student with sufficient knowledge in this area. This information also will be vital for students who will work in community settings with individuals with disabilities.
4. Course Objectives and Justification for the Course

Objectives:

 - * To acquire knowledge of diagnostic groupings and populations served by the TR professional.
 - * To evaluate common treatment approaches used by health care professionals to improve or restore health or to minimize functional deficits.
 - * To develop goals, program strategies, and precautions for each population.
 - * To increase awareness of the impact of disability on the individual, the family and society.

Justification:

This asynchronous course will focus primarily on the characteristics, functional limitations, implications for treatment and overall impact of the disability on the individual. An asynchronous course is a preferred format for dissemination of the large amount of cognitive content students need to learn regarding disability and impairments. This 600-level course will assist students in developing a solid foundation of content specific knowledge for professional practice in the recreation field.
5. Syllabus/Sample Text:
Mobily, K.E., & MacNeil, R.D. (2002). *Therapeutic recreation and the nature of disabilities*. State College, PA: Venture Publishing.
6. Effect on Curriculum Offering Outside of the Department: None
7. Faculty: Full-time faculty are available to teach this course
8. Estimated Enrollment and Frequency: Once per year, 20 students per class
9. Date of Departmental Approval: March 21, 2007

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

1. Type of Change: New Course

2. Course Title and Description:

PHE 680 Topics in Public Health, 1-3 hr., 1-3 cr.

Examination of variable issues and current topics of interest in public health.

3. Rationale:

Public health is a dynamic field with new knowledge, practitioner skills and field-based techniques constantly evolving. Students in the Master of Public Health Program need to be kept up to date and the faculty need to have flexibility in course offerings. A variable issues course will allow the faculty to meet this need. These topics are in addition to specific public health competencies that are included in the regular curriculum. No prerequisite is necessary because appropriate background will be included in each course.

4. Academic Objectives and Justification for the Course:

The main objectives for the course include:

- Increasing student exposure to current and developing public health needs; for example, public health preparedness and bio-terrorism.
- Offering students specific public health practice skills such as how to conduct a community needs assessment or the value and organization of focus groups for research.
- Providing an opportunity for an experimental course such as Global Health that might be integrated as a permanent course.

5. Syllabus and Texts:

- Public Health Management of Disasters: The Practice Guide by Linda Young Landesman, American Public Health Association Press, 2005.
- Are We Ready? Public Health since 9/11 by David Rosner and Gerald Markowitz, University of California Press, 2006.
- The Focus Group Kit by David L. Morgan and Richard A. Krueger, including Planning, Developing Questions, Moderating, Involving Community Members and Analyzing and Reporting Results, Sage Publications, 1998.

- Betrayal of Trust: The Collapse of Global Public Health by Laurie Garrett, Hyperion, NY, 2000.

6. **Effect on Curriculum Offerings Outside the Department:** None
7. **Faculty:** Full-time faculty, or specialists in particular fields, will teach this course.
8. **Estimated Enrollment and Frequency:** 20 students; once a year.
9. **Date of Departmental Approval:** March 21, 2007

Lehman College
The City University of New York
Department of Middle and High School Education

CURRICULUM CHANGE

1. Type of Change: Change in Catalogue Description, Admission Requirements, and M.S. Ed. English Education Degree Requirements

2. From:

M.S.Ed. Program in English Education

This program is designed for students seeking a master's degree in English education, grades 7-12. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will also be eligible to receive both initial and professional certification to teach English in New York State in grades 7-12.

Admission Requirements

1. Possess a bachelor's degree in English or its equivalent from an accredited college or university.
2. Have earned a minimum cumulative index of 3.0 in the undergraduate record.
3. Submit scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.).
4. If conditionally admitted, make up undergraduate course work starting in the first semester and finishing in no more than three consecutive semesters.
5. Submit a 500-word essay outlining career goals.
6. Submit two to three letters of recommendation.
7. Participate in an individual interview.

Degree Requirements

All students will complete the following 36-45 credit program. The total number of credits will be determined by previous course work and prior teaching experience. All courses must be selected in consultation with, and with the approval of an adviser in English Education.

I. Core Education (15-18 credits):

ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 522 (3), ESC 595 (3) OR ESC 596 (6)

2. Teaching of English (6-9 credits):

Selected from: EDR 703 (3) or 753 (3), ESC 720 (3), 721 (3), 722 (3), 724 (3), 725 (3), or 730 (3)

3. English Electives (9-12 credits):

Consult with an adviser in the English education program for the appropriate course(s) to satisfy this requirement.

Research (6 credits):

ESC 705 (3), ESC 7061 (1) and ESC 707 (2). Sequence culminates in an approved master's project.

Students who hold a master's degree and who have completed a research project for that degree may elect to take a comprehensive examination and substitute 3 credits of electives for ESC 707 and the project with the approval of an adviser in English education.

¹ *Must be taken concurrently with ESC 707.*

3. TO:

M.S.Ed. Program in English Education

This program is designed for students seeking a master's degree in English education, grades 7-12. Upon successful completion of additional certification requirements, including specified teacher examinations, candidates will also be eligible to receive both initial and professional certification to teach English in New York State in grades 7-12. **Applicants for this degree include:**

Sequence 1 (36-45 credits). Candidates with an undergraduate degree in English or the equivalent who lack education courses and who seek initial certification in English Education grades 7-12.

Sequence 2 (33 credits). Teachers who hold a valid Transitional B certificate in English Education grades 7-12 from New York State.

Admission Requirements

1. Possess a bachelor's degree in English or its equivalent from an accredited college or university.
2. Have earned a minimum cumulative index of 3.0 in the undergraduate record.
3. Submit scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.).
4. If conditionally admitted, make up undergraduate course work starting in the first semester and finishing in no more than three consecutive semesters.
5. Submit a 500-word essay outlining career goals.
6. Submit two to three letters of recommendation.
7. Participate in an individual interview.
- 8. For Sequence 2 only, possess Transitional B certificate in Teaching English grades 7-12.**

Degree Requirements

All students will complete **one of the following sequences: 36-45 credits (Sequence 1) or 33 credits (Sequence 2)**. All courses must be selected in consultation with, and with the approval of an adviser in English Education.

Sequence 1 (36-45 credits)

I. Core Education (15-18 credits):

ESC 501 (3), ESC 502 (3), ESC 529 (3), ESC 522 (3), ESC 595 (3) OR ESC 596 (6)

2. Teaching of English (6-9 credits):

Selected from: ESC 720 (3), 721 (3), 722 (3), 723 (3), 724 (3), 730 (3), or 772 (3)

3. English Electives (9-12 credits):

Consult with an adviser in the English education program for the appropriate course(s) to satisfy this requirement.

Research (6 credits):

ESC 705 (3), ESC 706 (1) and ESC 707 (2). Sequence culminates in an approved master's project.

Sequence 2 (33 credits)

I. Core Education (12 credits):

ESC 501 (3), ESC 529 (3), ESC 522 (3), ESC 595 (3)

2. Teaching of English (9 credits):

Selected from: ESC 720 (3), 721 (3), 722 (3), 723 (3), 724 (3), 730 (3), or 772 (3)

3. English Electives (9 credits):

Consult with an adviser in the English education program for the appropriate course(s) to satisfy this requirement.

4. Master's Project (3 credits):

ESC 708 (3). Culminates in an approved curriculum project.

4. Rationale

Our M.S. Ed. English Education program has been receiving candidates from the New York City Teaching Fellows for several years, and is being considered for additional Fellows. The needs of these candidates, who possess Transitional B certification and are currently developing a classroom practice are different from those who have not yet begun to teach. Hence, we are proposing a new Sequence 2 be added to our master's degree that is more appropriate to their particular preparation and needs.

Change in Culminating Project

In the process of developing this additional sequence for Teaching Fellows, who have extensive preparation in English but very little in classroom practice, we have become aware of (a) a deficiency in the area of curriculum, materials, and assessment, (b) a deficiency in the area of application of theory to actual classroom practices, and (c) a need for these teachers-in-preparation to work together with teachers from other disciplines to plan for the instruction of all English learners. At the same time, we see an opportunity to create a culminating project for this group of teachers that would allow them to address specific questions and challenges in reference to their own teaching practices.

To address these deficiencies, we have decided, after long consideration, to eliminate the existing master's project for Sequence 2 (Teaching Fellows) and substitute a culminating seminar in reflective practice in curriculum, materials, and assessment (ESC 708). Our candidates will be asked to create a culminating curriculum project, drawing on work from all of their previous classes. The program in TESOL will require a similar course. It is our hope that candidates from our two programs can work together on common projects and that this collaboration will eventually result in better education for the students that they all serve.

5. Effect on Curriculum Offerings Outside the Department: None.

6. Date of Departmental Approval: 3-20-2007

**Lehman College
The City University of New York
Department of Middle and High School Education**

CURRICULUM CHANGE

1. Type of Change: Change in Catalogue Description, Admissions Requirement, and M.S. Ed. Program in Science Education Degree Requirements

2. From:
M.S. Ed. Program in Science Education

This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State initial certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, Earth science, general science, and physics.

To be eligible for the Science Education Masters Program potential students must fall into one of the following categories:

Sequence 1: For candidates who have, or are eligible for, initial certification in subjects other than science and who seek certification as science teachers.

Sequence 2: For candidates who have completed at least 36 credits in biology, chemistry, geology, or physics, but who lack professional education course work and who seek initial certification.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.) [and ATS-W].
4. For Sequence 1 Admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.
5. For Sequence 2 Admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite course work in addition to degree requirements based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.

7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.

8. Personal interview.

Degree Requirements

Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program. Students must complete one of the two sequences outlined below.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

Sequence 1 (33-36 credits)

I. Core Education Sequence (3-6 credits): ESC 529 (3) Based on program coordinator's assessment of prior experience and qualification, candidates may also be required to take ESC 519 (3)

2. Curriculum and Instruction (12 credits): ESC 722 (3), ESC 755 (3), ESC 767 (3), ESC 770 (3)

3. Research and Culmination Projects (6 credits): ESC 705 (3), ESC 706[1,2] (1), ESC 707[2] (2)

4. Science Content (12 credits): Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Candidates must complete requirements listed in one of the following science content areas. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement.

Biology: BIO 611, BIO 612, BIO 618

Chemistry: CHE 542, CHE 544, CHE 548

Geology: GEO 501, GEO 502, GEO 503

Physics: PHY 601, AST 601, AST 602

General Science: BIO 612, CHE 542, GEO 501, and PHY 601

Sequence 2 (41-48 credits)

I. Core Education Sequence (15-18 credits): ESC 501 (3), ESC 502 (3), ESC 519 (3), ESC 529 (3), AND ESC 595 (3) or ESC 596 (6)

2. Curriculum and Instruction (12 credits): ESC 722 (3), ESC 755 (3), ESC 767 (3), ESC 770 (3)

3. Research and Culmination Projects (6 credits): ESC 705 (3), ESC 706^{1,2} (1), ESC 707² (2)

4. Science Content (8-12 credits): Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Candidates must complete requirements listed in one of the following science content areas. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement.

Biology: BIO 618 and BIO 611 or BIO 612,

Chemistry: CHE 542 and CHE 544 or CHE 548

Geology: GEO 501 and GEO 502 or GEO 503

Physics: PHY 601 and AST 601 or AST 602

General Science: BIO 618, CHE 542, GEO 501, PHY 601

1. Must be taken concurrently with ESC 707.

2. Students who already hold a master's degree and have completed a research project as a requirement for that degree may elect to take a comprehensive examination and substitute 3 credits of electives for ESC 706 and ESC 707 with the approval of the graduate adviser.

3. TO:

M.S. Ed. Program in Science Education

This program leads to a master's degree in Science Education. Upon completion of additional requirements, candidates will be eligible to receive New York State initial certification to teach one or more of the following sciences at the level of adolescent education (Grades 7-12): biology, chemistry, Earth science, general science, and physics.

To be eligible for the Science Education Masters Program potential students must fall into one of the following categories:

Sequence 1: For candidates who have, or are eligible for, initial certification in subjects other than science and who seek certification as science teachers.

Sequence 2: For candidates who have completed at least 36 credits in biology, chemistry, geology, or physics, but who lack professional education course work and who seek initial certification.

Sequence 3: For candidates who hold a valid Transitional B certificate in biology, chemistry, Earth science, general science, or physics grades 7-12 from New York State.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.
2. Demonstrate the ability to successfully pursue graduate study. (Above-average achievement in academic work and in the teaching specialization is required).
3. Submission of scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.) and Content Specialty Test (C.S.T.).
4. For Sequence 1 Admission: An undergraduate science major or the equivalent and a minor in middle and high school education or the equivalent.
5. For Sequence 2 **and** 3 Admission: At least 36 credits in biology, chemistry, geology, or physics. Matriculants may be asked to complete undergraduate and/or graduate prerequisite course work in addition to degree requirements based on the evaluation of their credentials by an adviser in the Science Education Program.
6. Satisfy appropriate voice, speech, and health standards.
7. Submit two letters of recommendation, at least one of which is from a college or university science instructor.
8. Personal interview.

Degree Requirements

Students must consult with an adviser in the Science Education Program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the Science Education Program. Students must complete one of the two sequences outlined below.

Curriculum

The curriculum for each sequence is distributed in four instructional modules as follows:

Sequence 1 (33-36 credits)

I. Core Education Sequence (3-6 credits): ESC 529 (3) Based on program coordinator's assessment of prior experience and qualification, candidates may also be required to take ESC 519 (3)

2. Curriculum and Instruction (12 credits): ESC 722 (3), ESC 755 (3), ESC 767 (3), ESC 770 (3)

3. Research and Culmination Projects (6 credits): ESC 705 (3), ESC 706 (1), ESC 707 (2)

4. Science Content (12 credits): Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Candidates must complete requirements listed in one of the following science content areas. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement.

Biology: BIO 611, BIO 612, BIO 618

Chemistry: CHE 542, CHE 544, CHE 548

Geology: GEO 501, GEO 502, GEO 503

Physics: PHY 601, AST 601, AST 602

General Science: BIO 612, CHE 542, GEO 501, and PHY 601

Sequence 2 (41-48 credits)

I. Core Education Sequence (15-18 credits): ESC 501 (3), ESC 502 (3), ESC 519 (3), ESC 529 (3), AND ESC 595 (3) or ESC 596 (6)

2. Curriculum and Instruction (12 credits): ESC 722 (3), ESC 755 (3), ESC 767 (3), ESC 770 (3)

3. Research and Culmination Projects (6 credits): ESC 705 (3), ESC 706^{1,2} (1), ESC 707² (2)

4. Science Content (8-12 credits): Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Candidates must complete requirements listed in one of the following science content areas. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement.

Biology: BIO 618 and BIO 611 or BIO 612,

Chemistry: CHE 542 and CHE 544 or CHE 548

Geology: GEO 501 and GEO 502 or GEO 503

Physics: PHY 601 and AST 601 or AST 602

General Science: BIO 618, CHE 542, GEO 501, PHY 601

Sequence 3 (32 credits)

1. Core Education Sequence (9 credits): ESC 501 (3), ESC 502 (3), ESC 519 (3), ESC 611 (0) and ESC 612 (0).

2. Curriculum and Instruction (9 credits): ESC 722 (3), ESC 755 (3), ESC 767 (3)

3. Research and Culmination Projects (6 credits): ESC 705 (3), ESC 706^{1,2} (1), ESC 707² (2)

4. Science Content (8 credits): Science content course requirements must align with undergraduate science preparation and with intended certification subject area. Candidates must complete requirements listed in one of the following science content areas. One of the courses must be identified as for candidates who are teaching or plan to teach science in secondary schools. Consult with an adviser in the Science Education Program for the appropriate course(s) to satisfy this requirement.

Biology: BIO 618 and BIO 611 or BIO 612,

Chemistry: CHE 542 and CHE 544 or CHE 548

Geology: GEO 501 and GEO 502 or GEO 503

Physics: PHY 601 and AST 601 or AST 602

General Science: BIO 618, CHE 542, GEO 501, PHY 601

1. Must be taken concurrently with ESC 707.

2. Students who already hold a master's degree and have completed a research project as a requirement for that degree may elect to take a comprehensive examination and substitute 3 credits of electives for ESC 706 and ESC 707 with the approval of the graduate adviser.

4. Rationale

Admissions Requirement

The admissions requirement of Assessment of Teaching Skills – Written (ATS-W) scores was a typographical error that we have traced back to a change in the program made in 2001. The requirement should have included scores on the Content Specialty

Test (CST) instead. Having scores on the CST allows the program coordinator to assess a candidate's areas of strengths and weaknesses in science and plan the candidate's program accordingly. This change will make the M.S. Ed. Science admissions requirements parallel to those of the Advanced Certificate in Science, which was our original intention.

New Sequence

Our M.S.Ed. Science Education program has been receiving candidates from the New York City Teaching Fellows for a couple of years, and is being considered for additional Fellows. These candidates do not fit exactly into either the existing Sequences 1 or 2 since they already hold a "Transitional B" certificate from the State in some area of Science Education. Hence, we are proposing a new Sequence 3 be added to our master's degree that is more appropriate to their particular preparation and needs.

ESC 611 & 612

These weekly seminars are being proposed to provide support to the increasing numbers of novice teachers who are engaged in alternative routes of certification in the Department of Middle & High School Education. These programs include those that prepare teachers in grades 7-12, but also TESOL, which is PreK-12 (hence, the distinction in the title and description). The course numbers come from parallel seminars in the Department of Early Childhood and Childhood Education. Traditionally prepared teachers engage in course work, clinical practice, and finally, as a culminating experience, engage in a supervised student teaching or teaching practicum semester. Alternative route teachers, what New York State calls Transitional B candidates, find themselves teaching full time for the first time with little or none of the support and supervision from teacher education faculty. This course, taken during the candidates' first year of teaching, would provide them with faculty support and a forum for analysis, discussion, reflection and planning for the classroom context.

5. Effect on Curriculum Offerings Outside the Department: None.

6. Date of Departmental Approval: 3/20/07

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Lehman College
The City University of New York
Department of Languages and Literatures

CURRICULUM CHANGE

1. Type of Change: Change in Admission Requirement, and M.A. in Spanish Degree Requirements

2. From:

Program for Secondary School Teachers of Spanish

Sequence 1: Spanish

Admission Requirements

A bachelor's degree (or its equivalent) from an accredited college or university.

Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in Spanish course work is required.)

Have completed 18 credits in advanced (300 level and above) undergraduate Spanish courses (including a minimum of 9 advanced credits in literature courses conducted in Spanish) plus 12 credits in secondary education courses and one semester of student teaching (or its equivalent). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.

If conditionally admitted, make up not more than 12 credits of specified undergraduate course work, starting in the first semester and finishing in no more than three consecutive semesters.

Two letters of recommendation.

Report to the department for consultation with the adviser and assessment of Spanish language skills prior to matriculation.

Nonmatriculants

Nonmatriculants are also required to report to the Department of Languages and Literatures for assessment of skills prior to registration.

Degree Requirements

Sequence 1 (Spanish) requires a total of 30 credits distributed as follows: 24 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular literature and 3 credits in Spanish American literatures. 6 elective credits with the permission of the adviser.

All students in the program must pass a comprehensive examination

Sequence 2: Teaching Spanish**Admission requirements**

A bachelor's degree (or its equivalent) from an accredited college or university.

Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in Spanish course work is required.)

Have completed 24 credits in advanced (300 level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish) plus 12 credits in secondary education courses and one semester of student teaching (or its equivalent). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.

Submit scores on the New York State Liberal Arts and Sciences Test (LAST)

If conditionally admitted, make up not more than 12 credits of specific undergraduate course work, starting in the first semester and finishing in no more than three consecutive semesters.

Two letters of recommendation.

Report to the department for consultation with the adviser and assessment of Spanish language skills prior to matriculation.

Submit scores for the ACTFL OPI (oral proficiency interview) prior to matriculation.

Additional requirements for Certification in Teaching Spanish 7-12:

In order to be recommended for Initial Certification in teaching Spanish 7-12, candidates in Sequence 2 must (a) have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences; (b) present passing scores on the following New York State examinations: LAST, ATS-W, and Content Specialty Test; and (c) meet any additional New York State requirements.

In order to qualify for Professional Certification in teaching Spanish 7-12, candidates in sequences 1-2 must have completed three years of full-time teaching in a public or private school which serves grades 7-12 and must meet any additional New York State requirements.

Nonmatriculants

Nonmatriculants are also required to report to the Department of Languages and Literatures for assessment of skills prior to registration.

Degree Requirements

Sequence 2 (Teaching Spanish) requires a total of 30-33 credits distributed as follows:

15 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular Literature, and 3 credits in Hispanic American literatures. 15-18 credits in Education, including ESC 501, ESC 502, ESC 524, ESC 562, plus ESC 595 (for teachers; 3 credits) or ESC 596 (for student teachers, 6 credits).

All students in the program must pass a comprehensive examination.

3. TO:

Sequence 1: Spanish

Admission Requirements

A bachelor's degree (or its equivalent) from an accredited college or university.

Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in Spanish course work is required.)

Have completed 18 credits in advanced (300 level and above) undergraduate Spanish courses (including a minimum of 9 advanced credits in literature courses conducted in Spanish) plus 12 credits in secondary education courses and one semester of student teaching (or its equivalent). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.

If conditionally admitted, make up not more than 12 credits of specified undergraduate course work, starting in the first semester and finishing in no more than three consecutive semesters.

Two letters of recommendation.

Report to the department for consultation with the adviser and assessment of Spanish language skills prior to matriculation.

Nonmatriculants

Nonmatriculants are also required to report to the Department of Languages and Literatures for assessment of skills prior to registration.

Degree Requirements

Sequence 1 (Spanish) requires a total of 30 credits distributed as follows: 24 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular literature and 3 credits in Spanish American literatures. 6 elective credits with the permission of the adviser.

All students in the program must pass a comprehensive examination

Sequence 2: Teaching Spanish**Admission requirements**

A bachelor's degree (or its equivalent) from an accredited college or university.

Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in Spanish course work is required.)

Have completed 24 credits in advanced (300 level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish) plus 12 credits in secondary education courses and one semester of student teaching (or its equivalent). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.

Submit scores on the New York State Liberal Arts and Sciences Test (LAST)

If conditionally admitted, make up not more than 12 credits of specific undergraduate course work, starting in the first semester and finishing in no more than three consecutive semesters.

Two letters of recommendation.

Report to the department for consultation with the adviser and assessment of Spanish language skills prior to matriculation.

Submit scores for the ACTFL OPI (oral proficiency interview) prior to matriculation.

Additional requirements for Certification in Teaching Spanish 7-12:

In order to be recommended for Initial Certification in teaching Spanish 7-12, candidates in Sequence 2 must (a) have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences; (b) present passing scores on the following New York State examinations: LAST, ATS-W, and Content Specialty Test; and (c) meet any additional New York State requirements.

In order to qualify for Professional Certification in teaching Spanish 7-12, candidates in sequences 1-2 must have completed three years of full-time teaching in a public or private school which serves grades 7-12 and must meet any additional New York State requirements.

Nonmatriculants

Nonmatriculants are also required to report to the Department of Languages and Literatures for assessment of skills prior to registration.

Degree Requirements

Sequence 2 (Teaching Spanish) requires a total of 30-33 credits distributed as follows:

15 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular Literature, and 3 credits in Hispanic American literatures. 15-18 credits in Education, including ESC 501, ESC 502, ESC 524, ESC 562, plus ESC 595 (for teachers; 3 credits) or ESC 596 (for student teachers, 6 credits).

All students in the program must pass a comprehensive examination.

Sequence 3: Teaching Spanish - Transitional B

Admission requirements

A bachelor's degree (or its equivalent) from an accredited college or university.

Demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in Spanish course work is required.)

Have completed 24 credits in advanced (300 level and above) undergraduate Spanish courses (including a minimum of 12 advanced credits in literature courses conducted in Spanish) plus 12 credits in secondary education courses and one semester of student teaching (or its equivalent). If these requirements are not met, additional undergraduate courses must be completed before admission to the program and after consultation with the Department of Languages and Literatures.

Submit scores on the New York State Liberal Arts and Sciences Test (LAST)

If conditionally admitted, make up not more than 12 credits of specific undergraduate course work, starting in the first semester and finishing in no more than three consecutive semesters.

Two letters of recommendation.

Report to the department for consultation with the adviser and assessment of Spanish language skills prior to matriculation.

Submit scores for the ACTFL OPI (oral proficiency interview) prior to matriculation.

Additional requirements for Certification in Teaching Spanish 7-12:

In order to be recommended for Initial Certification in teaching Spanish 7-12, candidates in Sequence 3 must (a) have a bachelor's degree that meets New York State requirements for a core in the liberal arts and sciences; (b) present passing scores on the following New York State examinations: LAST, ATS-W, and Content Specialty Test; and (c) meet any additional New York State requirements.

In order to qualify for Professional Certification in teaching Spanish 7-12, candidates in sequences 1-2 must have completed three years of full-time teaching in a public or private school which serves grades 7-12 and must meet any additional New York State requirements.

Nonmatriculants

Nonmatriculants are also required to report to the Department of Languages and Literatures for assessment of skills prior to registration.

Degree Requirements

Sequence 3 (Teaching Spanish - Transitional B) requires a total of 30 credits distributed as follows:

15 credits in Spanish, including SPA 601, with a minimum of 3 credits in Peninsular Literature, and 3 credits in Hispanic American literatures. 15 credits in Education, including ESC 501 (3), ESC 502 (3), ESC 524 (3), ESC 562 (3), ESC 595 (3), ESC 611 (0), and ESC 612 (0).

All students in the program must pass a comprehensive examination.

4. Rationale

Our M.A. in Spanish program has been receiving candidates from the New York City Teaching Fellows for a couple of years, and is being considered for additional Fellows. These candidates do not fit exactly into either the existing Sequences 1 or 2 since they already hold a provisional "Transitional B" certificate from the State in Spanish. Hence, we are proposing a new Sequence 3 be added to our master's degree that is more appropriate to their particular preparation and needs.

ESC 611 & 612

These weekly seminars are being proposed to provide support to the increasing numbers of novice teachers who are engaged in alternative routes of certification in the Department of Middle & High School Education. These programs include those that prepare teachers in grades 7-12, but also TESOL, which is PreK-12 (hence, the distinction in the title and description). The course numbers come from parallel seminars in the Department of Early Childhood and Childhood Education. Traditionally prepared teachers engage in course work, clinical practice, and finally, as a culminating experience, engage in a supervised student teaching or teaching practicum semester. Alternative route teachers, what New York State calls Transitional B candidates, find themselves teaching full time for the first time with little or none of the support and supervision from teacher education faculty. This course, taken during the candidates' first year of teaching, would provide them with faculty support and a forum for analysis, discussion, reflection and planning for the classroom context.

5. Effect on Curriculum Offerings Outside the Department: None.

6. Date of Departmental Approval: 3/26/2007

**Lehman College
The City University of New York
Department of Middle and High School Education**

CURRICULUM CHANGE

1. Type of Change: Change in Catalogue Description, Admission Requirement, and M.S. Ed. TESOL Degree Requirements

2. From:

M.S. Ed. Program in Teaching English to Speakers of Other Languages (TESOL)

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

Sequence 1 [(33 credits)]. Students who already possess New York State certification and who seek additional certification as teachers of ESOL Birth-grade 12.

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

Sequence 3 [(33-36 credits)]. Teachers and prospective teachers of adult education and others who desire advanced study in TESOL but are not seeking Birth-grade 12 certification.

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university which meets New York State requirements for a general education core in the liberal arts and sciences. This degree shall include a minimum of 6 credits in English literature.
2. For Sequence 1, possess New York State teacher certification.
3. For Sequence 2, submit scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.).
4. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.
5. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview which requires producing a writing sample in English, or, if the applicant resides abroad and cannot participate in an interview, present a Test of Spoken English (TSE) score of at least 55.
8. If the undergraduate degree was earned in a language other than English, present a paper-based TOEFL score of at least 600 and a Test of Written English (TWE) score of at least 6, or a computer-based TOEFL score of at least 250, or evidence of a master's degree earned in English.
9. Satisfy appropriate voice, speech, and health standards.
10. Meet additional departmental, divisional and New York State requirements, if any.

11. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Degree Requirements

Students must consult with an adviser in the TESOL program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the TESOL program. All students will complete the curriculum corresponding to one of the sequences below: **[33 credits]** (Sequence 1); **[39-42 credits]** (Sequence 2); or **[33-36 credits]** (Sequence 3). All courses must be selected in consultation with, and with the approval of, an adviser in TESOL.

Curriculum: Sequence 1

The **[33-credit]** curriculum for Sequence 1 consists of five instructional areas.

- I. **Language Education (12)**
SPE 703 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3)
- II. **Cultural Perspectives (3)**
ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser
- III. **Methods, Materials, and Evaluation (9)**
EDC/EDE 727 (3), ESC 761 (3), and ESC 766 (3)
- IV. **Practicum (3)**
ESC 797 (3)
- V. **[Research (6)]**
ESC 705 (1), ESC 706¹ (2), and ESC 707 (3). Sequence culminates in an approved master's project.]

Curriculum: Sequence 2

The **[39-42 credit]** curriculum for Sequence 2 consists of six instructional areas.

- I. **General Education (6)**
ESC 501 (3) and ESC 502 (3)
- II. **Language Education (12)**
SPE 703 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3)
- III. **Cultural Perspectives (3)**
ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser
- IV. **Methods, Materials, and Evaluation (9)**
EDC/EDE 727 (3), ESC 761 (3), and ESC 766 (3)
- V. **Practicum (3-6)**
ESC 797 (3-6)
- VI. **[Research (6)]**
ESC 705 (1), ESC 706² (2), and ESC 707 (3). Sequence culminates in an approved master's project.]

¹ Must be taken concurrently with ESC 707.]

¹ Must be taken concurrently with ESC 707.]

Curriculum: Sequence 3

The [33-36 credit] curriculum for Sequence 3 consists of six instructional areas.

- I. *General Education (6)*
ESC 501 (3) and ESC 502 (3)
- II. *Language Education (9)*
SPE 703 (3), ESC 725 (3), and ESC 760 (3)
- III. *Cultural Perspectives (3)*
ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser
- IV. *Methods, Materials, and Evaluation (6)*
ESC 761 (3) and ESC 766 (3)
- V. *Practicum (3-6)*
ESC 797 (3-6)
- VI. **[Research (6)**
ESC 705 (1), ESC 706³ (2), and ESC 707 (3). Sequence culminates in an approved master's project.]

Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in TESOL Birth-grade 12, students must: (a) complete the master's degree (Sequence 2) with a cumulative index of 3.0 or better; and (b) present passing scores on the following New York State examinations: LAST, ATS-W, and ESOL.

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

3. TO:

M.S. Ed. Program in Teaching English to Speakers of Other Languages (TESOL)

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

³ [¹ Must be taken concurrently with ESC 707.]

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

Sequence 2 (**36-39 credits**). Liberal arts and sciences graduates who lack education courses and who seek initial certification in ESOL Birth-grade 12.

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

Sequence 4 (33 credits). **Teachers who hold a valid Transitional B certificate in TESOL from New York State.**

Admission Requirements

1. Possess a bachelor's degree (or its equivalent) from an accredited college or university which meets New York State requirements for a general education core in the liberal arts and sciences. This degree shall include a minimum of 6 credits in English literature.
2. For Sequence 1, possess New York State teacher certification. **For Sequence 4, hold a valid New York State Transitional B certificate in TESOL.**
3. For Sequence 2, submit scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.).
4. Demonstrate the ability to pursue graduate study successfully by having an undergraduate index of B or a master's degree.
5. Demonstrate the study of a language and culture other than English (12 credits) or an equivalent experience.
6. Submit two (2) letters of recommendation and a 500-word essay on career goals.
7. Participate in an interview which requires producing a writing sample in English, or, if the applicant resides abroad and cannot participate in an interview, present a Test of Spoken English (TSE) score of at least 55.
8. If the undergraduate degree was earned in a language other than English, present a paper-based TOEFL score of at least 600 and a Test of Written English (TWE) score of at least 6, or a computer-based TOEFL score of at least 250, or evidence of a master's degree earned in English.
9. Satisfy appropriate voice, speech, and health standards.
10. Meet additional departmental, divisional and New York State requirements, if any.
11. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Degree Requirements

Students must consult with an adviser in the TESOL program before starting their master's program. During their first semester, matriculated students are required to plan their graduate program with an adviser in the TESOL program. All students will complete the curriculum corresponding to one of the sequences below: **30 credits** (Sequence 1); **36-39 credits** (Sequence 2); **30-33 credits** (Sequence 3); or **33 credits** (Sequence 4). All courses must be selected in consultation with, and with the approval of, an adviser in TESOL.

Curriculum: Sequence 1

The **30-credit** curriculum for Sequence 1 consists of five instructional areas.

I. Language Education (12)

SPE 703 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3)

II. Cultural Perspectives (3)

ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser

III. Methods, Materials, and Evaluation (9)

EDC/EDE 727 (3), ESC 761 (3), and ESC 766 (3)

IV. Practicum (3)

ESC 797 (3)

V. Master's Project (3)

ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 2

The **36-39** credit curriculum for Sequence 2 consists of six instructional areas.

I. General Education (6)

ESC 501 (3) and ESC 502 (3)

II. Language Education (12)

SPE 703 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3)

III. Cultural Perspectives (3)

ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser

IV. Methods, Materials, and Evaluation (9)

EDC/EDE 727 (3), ESC 761 (3), and ESC 766 (3)

V. Practicum (3-6)

ESC 797 (3-6)

VI. Master's Project (3)

ESC 708 (3). Culminates in an approved curriculum project.

Curriculum: Sequence 3

The **30-33 credit** curriculum for Sequence 4 consists of six instructional areas.

I. General Education (6)

ESC 501 (3) and ESC 502 (3)

II. Language Education (9)

SPE 703 (3), ESC 725 (3), and ESC 760 (3)

III. Cultural Perspectives (3)

ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser

IV. Methods, Materials, and Evaluation (6)

ESC 761 (3) and ESC 766 (3)

V. Practicum (3-6)

ESC 797 (3-6)

VI. Master's Project (3)

ESC 708 (3). Culminates in an approved curriculum project..

Curriculum: Sequence 4

The 33 credit curriculum for Sequence 2 consists of six instructional areas.

I. General Education (3)

ESC 502 (3)

II. Language Education (12)

SPE 703 (3), ESC 725 (3), ESC 759 (3), and ESC 760 (3)

III. Cultural Perspectives (3)

ESC 769 (3) or another course in cultural perspectives selected in consultation with the adviser

IV. Methods, Materials, and Evaluation (9)

EDC/EDE 727 (3), ESC 761 (3), and ESC 766 (3)

V. Practicum (3)

ESC 611 (0), ESC 612 (0), ESC 797 (3)

VI. Master's Project (3)

ESC 708 (3). Culminates in an approved curriculum project.

Additional Requirements for Initial and Professional Certification in ESOL

In order to be recommended for initial certification in TESOL Birth-grade 12, students must: (a) complete the master's degree (Sequences 2 or 4) with a cumulative index of 3.0 or better; and (b) present passing scores on the following New York State examinations: LAST, ATS-W, and ESOL.

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

4. Rationale

Admission Requirement

(#2) Since the new sequence is being created specifically for candidates with Transitional B certificates, this additional requirement is necessary.

New Sequence

Our M.S. Ed. TESOL program has been receiving candidates from the New York City Teaching Fellows for the last two years, and is being considered for additional Fellows. These candidates do not fit exactly into either the existing Sequences 1 or 2 since they already hold a "Transitional B" certificate from the State in TESOL. Hence, we are proposing a new Sequence 4 be added to our master's degree exclusively for them that is more appropriate to their particular preparation and needs.

We have also included the new Sequence 4 in the catalogue description of "Additional Requirements for Initial and Professional Certification in ESOL."

Change in Culminating Course

In the course of preparing for national accreditation, we have become aware of (a) a deficiency in the area of curriculum, materials, and assessment, (b) a deficiency in the area of application of theory to actual classroom practices, and (c) a need for TESOL teachers-in-preparation to work together with teachers from other disciplines to plan for the instruction of second language learners. At the same time, we have found the existing research-based master's project to be redundant, as students are already doing substantial research projects in ESC 759, 760, and 769.

To address these deficiencies, we have decided, after long consideration, to eliminate the research-based master's project and substitute a curriculum-based master's project (ESC 708). This project will require that TESOL teachers build upon previous research done in the program to construct background and context for their project, connect their work to existing theory in TESOL and applied linguistics, integrate materials development and technology, plan differentiated instruction and assessment, and reflect on their teaching practice. The program in English Education will offer a similar course. It is our hope that candidates from our two programs can work together on common projects and that this collaboration will eventually result in better education for the language learners that they all serve.

ESC 611 & 612

These weekly seminars are being proposed to provide support to the increasing numbers of novice teachers who are engaged in alternative routes of certification in the Department of Middle & High School Education. These programs include those that prepare teachers in grades 7-12, but also TESOL, which is PreK-12 (hence, the distinction in the title and description). The course numbers come from parallel seminars in the Department of Early Childhood and Childhood Education. Traditionally prepared teachers engage in course work, clinical practice, and finally, as a culminating experience, engage in a supervised student teaching or teaching practicum semester. Alternative route teachers, what New York State calls Transitional B candidates, find themselves teaching full time for the first time with little or none of the support and supervision from teacher education faculty. This course, taken during the candidates' first year of teaching, would provide them with faculty support and a forum for analysis, discussion, reflection and planning for the classroom context.

Change in Credits

The change in credits for each of the existing sequences reflects the shift from the research-based master's project (6 credits) to the curriculum-based master's project (3 credits).

5. Effect on Curriculum Offerings Outside the Department: None.

6. Date of Departmental Approval: 3-15-2007

Lehman College
The City University of New York

Department of Middle and High School Education

CURRICULUM CHANGE

1. Type of Change: New Course.

2. Course Description:

ESC 611: Seminar in Secondary and TESOL Education, I. 1 hour, 0 credit. Analysis of problems or practices in secondary school and TESOL teaching. PREREQ: Departmental permission.

3. Rationale:

(a) For the new course itself:

This seminar will provide support to the increasing numbers of novice teachers who are engaged in alternative routes to certification in the Department of Middle & High School Education. These programs include those that prepare teachers in grades 7-12, and also TESOL, which is PreK-12 (hence, the distinction in the title and description). Traditionally prepared teachers engage in course work, clinical practice, and finally, as a culminating experience, engage in a supervised student teaching or teaching practicum semester. Alternative route teachers, what New York State calls Transitional B candidates, find themselves teaching full time for the first time with little or none of the support and supervision from teacher education faculty. This course, taken during the candidates' first year of teaching, would provide them with faculty support and a forum for analysis, discussion, reflection and planning for the classroom context.

This course is offered for no credits toward the degree since their purpose is support of classroom instruction in the PreK-grade 12 setting rather than preparation to fulfill the requirements of any Lehman degree.

4. Course Objectives and Justification for Prerequisite

- To provide opportunities for discussion and analysis of issues related to the teaching profession and the candidates' placement in a PreK-12 grade setting.
- To support teacher candidates as they continue to develop the knowledge, skills, and dispositions necessary to effectively meet the needs of all learners and to develop into contributing and engaged professionals in their school and community.
- To provide support and supplemental resources in areas that have been identified as challenging by the teacher candidate and field supervisor.
- To provide a collegial forum where newly placed candidates can discuss, share, celebrate and learn together while further developing their skills.

In addition, candidates will:

- Develop specific plans and procedures for the organization of materials and instructional strategies.
- Develop skills in lesson planning.
- Develop instructional techniques and strategies to meet the diverse abilities of the learners, including motivational and developmental aspects.
- Demonstrate understanding of educational goals and assessment of student progress, which contribute to pedagogical decisions.
- Demonstrate understanding of how their teaching affects student learning and develop strategies to design effective, authentic educational assessments, collect student data, and make instructional decisions based on that data.
- Develop a classroom management plan.

Justification for Prerequisite:

Since this is a departmental course and advanced planning for resources and instructors is vital, permission must be obtained prior to registration.

5. Sample syllabus/reading and materials list

Fiedeler, E. E. and Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Boston: Recruiting New Teachers.

Irvine, J. J., Ed. (1997). *Critical knowledge for diverse teachers and learners*. Washington, D. C., American Association of Colleges for Teacher Education.

Lakoff, G. & Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.

Norlander-Case, K. A., T. G. Reagan, et al. (1991). *The professional teacher: The preparation and nurturance of the reflective practitioner*. San Francisco, Jossey-Bass.

Reed, A.J.S., & Bergemann (2005) *A guide to observation, participation, and reflection in the classroom*. 5th Ed. New York, NY: McGraw Hill

Thies-Sprinthall, L. (1990). Support Groups for Novice Teachers. *Journal of Staff Development*. 11 (4), 18-22

6. Effect on offerings outside the department: None

7. **Faculty:** The weekly seminar will be conducted by existing faculty from the Department of Middle and High School Education.

8. **Estimated enrollment and frequency:** 30 students per semester in the Department of Middle and High School Education. Frequency: fall and spring.

9. **Date of Departmental Approval:** 3-15-2007

**Lehman College
The City University of New York**

Department of Middle and High School Education

CURRICULUM CHANGE

10. Type of Change: New Course.

11. Course Description:

ESC 612: Seminar in Secondary and TESOL Education, II. 1 hour, 0 credit. Advanced analysis of problems or practices in secondary school and TESOL teaching. PREREQ: ESC 611; Departmental permission.

12. Rationale:

(b) For the new course itself:

This weekly seminar will build on skills and knowledge acquired in ESC 611 and provide continuing support to the increasing numbers of novice teachers who are engaged in alternative routes to certification in the Department of Middle & High School Education. These programs include those that prepare teachers in grades 7-12, and also TESOL, which is PreK-12 (hence, the distinction in the title and description). Traditionally prepared teachers engage in course work, clinical practice, and finally, as a culminating experience, engage in a supervised student teaching or teaching practicum semester. Alternative route teachers, what New York State calls Transitional B candidates, find themselves teaching full time for the first time with little or none of the support and supervision from teacher education faculty. This course, taken during the candidates' first year of teaching, would provide them with faculty support and a forum for analysis, discussion, reflection and planning for the classroom context.

This course is offered for no credits toward the degree since their purpose is support of classroom instruction in the PreK-grade 12 setting rather than preparation to fulfill the requirements of any Lehman degree.

13. Course Objectives and Justification for Prerequisite

- To provide opportunities for discussion and analysis of issues related to the teaching profession and the candidates' placement in a PreK-12 grade setting.
- To support teacher candidates as they continue to develop the knowledge, skills, and dispositions necessary to effectively meet the needs of all learners and to develop into contributing and engaged professionals in their school and community.
- To provide support and supplemental resources in areas that have been identified as challenging by the teacher candidate and field supervisor.
- To provide a collegial forum where newly placed candidates can discuss, share, celebrate and learn together while further developing their skills.

In addition, candidates will:

- Develop specific plans and procedures for the organization of materials and instructional strategies.
- Develop skills in lesson planning.
- Develop instructional techniques and strategies to meet the diverse abilities of the learners, including motivational and developmental aspects.
- Demonstrate understanding of educational goals and assessment of student progress, which contribute to pedagogical decisions.
- Demonstrate understanding of how their teaching affects student learning and develop strategies to design effective, authentic educational assessments, collect student data, and make instructional decisions based on that data.
- Develop a classroom management plan.

Justification for Prerequisite:

Since this is a departmental course and advanced planning for resources and instructors is vital, permission must be obtained prior to registration. In addition, since ESC 612 will build on skills and knowledge acquired in ESC 611, ESC 611 is a prerequisite for ESC 612.

14. Sample syllabus/reading and materials list

Fiedeler, E. E. and Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Boston: Recruiting New Teachers.

Irvine, J. J., Ed. (1997). *Critical knowledge for diverse teachers and learners*. Washington, D. C., American Association of Colleges for Teacher Education.

Lakoff. G. & Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.

Norlander-Case, K. A., T. G. Reagan, et al. (1991). *The professional teacher: The preparation and nurturance of the reflective practitioner*. San Francisco, Jossey-Bass.

Reed, A.J.S., & Bergemann (2005) *A guide to observation, participation, and reflection in the classroom*. 5th Ed. New York, NY: McGraw Hill

Thies-Sprinthall, L. (1990). Support Groups for Novice Teachers. *Journal of Staff Development*. 11 (4), 18-22

15. Effect on offerings outside the department: None

16. Faculty: The weekly seminar will be conducted by existing faculty from the Department of Middle and High School Education.

17. Estimated enrollment and frequency: 30 students per semester in the Department of Middle and High School Education. Frequency: fall and spring.

18. Date of Departmental Approval: 3-15-2007

**LEHMAN COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
Department of Middle and High School Education**

CURRICULUM CHANGE

1. Type of Change: New Course
2. Course Description

ESC 708: Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas. 3 hours, 3 credits. Development of a culminating curriculum project in candidates' field that includes an analysis of contextual factors; integration of prior coursework and research; theoretical foundations of the discipline; learning goals; assessment plan; design of instruction; technology; analysis of student learning and reflection on teaching practice. **PREREQ:** Departmental permission.

3. **Rationale**

Course Title, Course Description

In the course of preparing for national accreditation, the M.S.Ed. programs in English Education and TESOL have become aware of (a) a deficiency in the area of curriculum, materials, and assessment, (b) a deficiency in the area of application of theory to actual classroom practices, and (c) a need for teachers-in-preparation to work together with teachers from other disciplines to plan for the instruction of second language learners. At the same time, the TESOL program has found the current research-based master's project to be redundant, as students are already doing substantial research projects in other courses. For English Education, these deficiencies are particularly apparent among their Transitional B candidates, who are very well prepared in English but who are teaching for the first time with almost no preparation in classroom practice. The existing research-based master's project is simply not the best option for them.

To address these deficiencies, we have decided, after long consideration, to eliminate the research-based master's project and substitute a curriculum-based master's project for English Education Transitional B students (their program's new Sequence 2) and for all TESOL students. ESC 708 will thus take the place of ESC 705-7 for these students, and it will be open to other students in the department as well. Our candidates will be asked to create a comprehensive and culminating curriculum project that includes a review of previous research in the field, materials development, integration of technology, and assessment. It is our hope that candidates from our two programs can work together on their projects and that this collaboration will eventually result in better education for the learners that they all serve.

4. **Course Objectives and Justification for Prerequisite**

- The candidate will fully understand the teaching-learning context.
- The candidate will set challenging and diverse learning goals based upon national and state standards.

- The candidate will develop lessons and select instructional strategies that take into account both these learning goals and the different abilities and needs of the students.
- The candidate will understand assessment and use assessments at key points in the instructional sequence to monitor student learning and modify that instruction according to student needs, and
- The candidate will reflect upon his/her own teaching and use these insights to improve student learning and promote professional growth.
- The candidate will draw on his/her knowledge or research in the field gained in prior courses in the M.S.Ed. certification program to make instructional decisions and engage in their own classroom based research.
- The candidate will engage in interdisciplinary teacher collaboration to support the content and language learning of all learners.
- The candidate will demonstrate his/her understanding of the interconnectedness of his/her prior course work, field experiences, and clinical practice and the role this knowledge and experience has played in the candidate's professional development through reflection.
- The candidate will develop a professional portfolio consisting of artifacts developed throughout their M.S.Ed. program reflecting INTASC Standards, Disciplinary Standards, and the LUTE themes.

Justification for Prerequisite: Departmental permission is required because of the need to plan in advance for instructional resources.

5. Sample syllabus/reading and materials list

Britton, J. (1970). *Language and learning*. London, England, Penguin Press.

Cochran-Smith, M. (2004). *Walking the road: Race, diversity and social justice in teacher education*. New York, NY, Teachers College Press.

Crookes, G. & Gass, S. (1993). *Tasks in a pedagogical context: Integrating theory and practice*. Clevedon: Multilingual Matters.

Cuban, L. (1993). *How teachers taught: Constancy and change in American classrooms 1890-1990*. New York, NY, Teachers College Press.

Dewey, J. (1938). *Experience and education*. New York, NY, Kappa Delta Pi.

Dixon-Krauss, L. (1996). *Vygotsky in the classroom: Mediated literacy instruction and assessment*. Reading, MA: Addison-Wesley.

Echevarria, J., & Graves, A. (2007). *Sheltered content instruction: Teaching English language learners with diverse abilities*. Boston: Allyn & Bacon.

Genesee, F. & Upshur, J. A. (1996). *Classroom-based evaluation in second language education*. Cambridge: Cambridge University Press.

Hubbard, R.S. & Power, B.M. (1993). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH, Heinemann.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid education in America*. New York: Random House.

Mayher, J. (1990). *Uncommon sense: Theoretical practice in language education*. Portsmouth, NH, Heinemann, Boynton/Cook.

Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York, NY, Teachers College Press.

Palmer, P. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA, Jossey-Bass.

Taylor, D. & Dorsey-Gaines, C. (1988). *Growing up literate: Learning from inner-city families*. Portsmouth, NH, Heinemann.

Tomlinson, B. (1998). *Materials development in language teaching*. Cambridge: Cambridge University Press.

Wiggins, G. & McTighe, J. (2005). *Understanding by design*. ACSD.

Zeichner, K. & Liston, D. (1996). *Reflective teaching: An introduction*. Mahwah, NJ, Lawrence Erlbaum Associates.

Additional resources will be added, according to the subject area of the section taught.

5. Faculty: The project seminar will be conducted by existing faculty from the Department of Middle and High School Education.

6. Estimated enrollment and frequency: 15 students per semester in the Department of Middle and High School Education. Frequency: fall and spring.

7. Date of Departmental Approval: 3-20-2007

**LEHMAN COLLEGE OF THE
CITY UNIVERSITY OF NEW YORK**
Department of Specialized Services in Education
Ms. Ed. Program in Counselor Education

Type of Change:

Revise the Continuation Requirements

From:

- 1) Meet with the [Program Coordinator] to plan courses and receive course approvals prior to or during registration each semester.
- 2) Purchase and maintain liability insurance through the American School Counseling Association or the American Counseling Association at student rates for coverage during pre-practicum, practicum, internship, and fieldwork (or provide proof of appropriate coverage).
- 3) If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.
- 4) 18 credits in beginning counseling courses with a minimum 3.0 GPA, a completed practicum [/internship] supervision agreement form signed by the K-1 practicum placement site supervisor, and permission of the [program] coordinator are required prior to placement in practicum.
- 5) 36 hours in counseling courses with a minimum 3.0 GPA, [NY State Initial Certification in School Counseling], a completed [practicum/] internship supervision agreement form signed by the K-12 internship site supervisor, and permission of the [program] coordinator are required prior to placement in internship.
- 6) Demonstrated evidence of counseling, leadership, and advocacy skills through school-based service projects, community service, and local, state and/or national counseling association participation.

To:

- 1) Meet with a faculty advisor to plan courses and receive course approvals prior to or during registration each semester.
- 2) Purchase and maintain liability insurance through the American School Counseling Association or the American Counseling Association at student rates for coverage during pre-practicum, practicum, internship, and fieldwork (or provide proof of appropriate coverage).
- 3) If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credit hours.

Continuation requirements change p. 2.

- 4) 18 credits in beginning counseling courses with a minimum 3.0 GPA, a completed practicum supervision agreement form signed by the K-12 practicum placement site supervisor, and permission of the clinical coordinator are required prior to placement in practicum.
- 5) 36 credits in counseling courses with a minimum 3.0 GPA, a minimum of a grade of B in EDG 707, Practicum in Counseling, a completed internship supervision agreement form signed by the K-12 internship site supervisor, and permission of the clinical coordinator are required prior to placement in internship.
- 6) Demonstrated evidence of counseling, leadership, and advocacy skills through school-based service projects, community service, and local, state and/or national counseling association participation.

Rationale:

Changes reflect the accurate continuation requirements in the program and also reflect alignment with CACREP national standards..

#1: Faculty advisors, not just the program coordinator, work with students to plan courses, etc.

#4: Only the Practicum course is being addressed here, therefore, the word "internship" should be deleted. The clinical coordinator is the person responsible for this activity, not the program coordinator.

#5. The EDG 707 practicum course is at a mid-point in the program, and, therefore, the course grade gives the opportunity for the faculty to conduct a course work and competency review through student advisement. If a student is performing below the standard, then individual student meetings will determine what future course of action is recommended to best meet the needs of the student that are also consistent with maintaining the program standards.

In #5, the requirement of initial New York State Certification in School Counseling is removed because we do not recommend any of our students for New York State Certification until they have completed the entire program of study and received their degree. It is, therefore, inaccurate to have Initial Certification as a requirement prior to Internship. The clinical coordinator is responsible for this activity.

Effect outside Department:

None.

Date of Departmental Approval: October 25, 2006

Lehman College of the**City University of New York****Department of Specialized Services in Education****Graduate Program in Literacy Studies****Curriculum Change****Type of change**

Change in admission requirement (p.112 in 2005-2007 Graduate Bulletin)

FROM:

- ❖ A bachelor's degree or equivalent from an accredited college or university.
- ❖ Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- ❖ An initial teaching certificate.
- ❖ An essay outlining career goals.
- ❖ Two letters of recommendation.
- ❖ An individual interview.

TO:

- ❖ A bachelor's degree or equivalent from an accredited college or university.
- ❖ Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of B in the undergraduate records as a whole.
- ❖ **An initial teaching certificate or qualify for initial certification within three semesters**
- ❖ An essay outlining career goals.
- ❖ Two letters of recommendation.
- ❖ An individual interview.
- ❖ **An essay of no more than 500 words written on site**

Rationale:

- * Changing the requirement for admission from an initial teaching certificate to an initial teaching certificate or qualification for initial certification within three semesters will allow students who are qualified and have not yet received the certification, to be admitted. The change reflects the reality that some applicants are beginning teachers who are in the process of possessing an initial teaching certificate.
- * Adding the requirement for writing an essay of no more than 500 words on site will assess the proficiency of writing skills of applicants for the Graduate Program in Literacy Studies. The topic will vary based upon the current issue in Literacy

Education.

Date of Departmental Approval: February 14, 2007

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
COORDINATED FRESHMAN PROGRAMS
CURRICULUM CHANGE

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

2. **Course Description:**

LEH 110: The Liberal Arts (3 hours, 3 credits)

The nature of the liberal arts, the goals and objectives of General Education at Lehman, and issues of vocational vs. liberal education. Information literacy, critical thinking, and intellectual integrity. Long Range Academic Planning (LRAP). Students who successfully complete LEH110 will be required, upon completion of 60 credits, to take only one section of LEH300 or LEH301.

3. **Rationale:**

The course serves to help incoming freshmen understand their new educational role and to increase their awareness of and commitment to the values, goals and methods of higher education, particularly as offered at Lehman. Entering freshmen need more than practical skills for academic success: they also deserve the opportunity to begin developing an intellectual context for making a personal commitment to a life of inquiry, learning, and creative, independent thinking. They also need to begin developing practical skills of information and media literacy.

In particular, students need to understand how Lehman's General Education curriculum and graduation requirements contribute to meeting the goals and objectives of a liberal education.

- This course examines the premises and values upon which higher education is based by presenting the structure within which students build their own educational process.
- As faculty we expect students, upon matriculation to higher education, to be responsible for choosing their own paths, for making educational decisions that will have enormous effect. We should provide an intellectual basis for these choices and decisions.
- We believe that the general skills, competencies and perspectives addressed in our General Education curriculum are absolutely necessary and therefore deserve to take up a significant portion of the students' programs. We should explain this at the outset, and share our beliefs with our students.

4. **Academic Objectives and Justification for the Course:**

This course will assist entering freshmen to understand and appreciate the nature of the educational process upon which they are embarking. The students will study the relationship between liberal arts goals and curricular objectives, as reflected in Lehman's General Education curriculum. The students will also begin developing the skills of using information and media sources in academic studies and for intellectual purposes.

The objectives of the course include

- An understanding of the nature of the university and of university education as well as the specific value of pursuing a liberal arts degree;
- Knowledge of the policies and requirements of Lehman's curriculum and appreciation of college-level intellectual practices and expectations;
- An understanding of the College's complex intellectual and social environment; and
- The ability to make regular and effective use of Lehman's library and technological resources.

5. Syllabus/Sample Texts:

Academic Content: The course is creating its own textbook consisting of articles which will be selected from among these:

Liberal Arts

- (a) W. A. Conner, "Liberal Arts Education in the Twenty-First Century"
- (b) A. Chrucky, "The Aim of Liberal Education"
- (c) C. Flannery, "Liberal Arts and Liberal Education"
- (d) C. G. Schneider, "Putting Liberal Education on the Radar Screen"
- (e) R. Freeland, "The Third Way"
- (f) S. Katz, "Liberal Education on the Ropes"
- (g) E. Shorris, "On the Uses of a Liberal Education: As a Weapon in the Hands of the Restless Poor"
- (h) M. Edmundson, "On the Uses of a Liberal Education: As Lite Entertainment for Bored College Students"
- (i) R.M. Hutchins, "The Idea of a College" and "The Tradition of the West"

Higher Education Issues

- (a) S. Carlson, "The Net Generation Goes to College"
- (c) J. Tagg, "The Decline of the Knowledge Factory"
- (d) T. Lewin, "At Colleges, Women Are Leaving Men in the Dust"
- (e) K. Arenson, NY Times articles on SAT scoring errors, March 2006

Education Generally

- (a) S. Alexie, "Indian Education"
- (b) A. Tan, "Mother Tongue" (also in Blair)
- (c) R. Rodriguez, "Strange Tools"
- (d) J. Didion, "On Keeping a Notebook"
- (e) A. Walker, "Everyday Use"
- (f) Plato, "Allegory of the Cave," The Divided Line (The Republic, Book VI)
- (g) F. Conroy, "Think About It – Ways we know, and don't"
- (h) D. Glenn, "Liberalism: the Fuel of Empires?"
- (i) D. Brooks, "Pillars of Cultural Capitalism"
- (j) J. Jacobson, "We the People: That Confounding Constitution"

Selected Poetry and Prose

- (a) Keats, "Ode on a Grecian Urn";
- (b) selections from Dickinson, Frost, Collins; Angelou selections (with Caged Bird?);
- (c) Brodsky selections with Nobel Prize essays;
- (d) M. L. King, "Letter from Birmingham Jail"

Lehman College

- (a) Duane Tananbaum, "I Will Not Compromise With My Conscience": The Essence of Herbert Lehman
- (b) Directory of Services
- (c) LRAP Materials

In addition, the individual instructors will have the latitude to choose works from a select list of suggested primary sources:

Longer Prose: Salinger, *Catcher in the Rye*; Orwell, 1984; Achebe, *Things Fall Apart*; Satrapi, *Persepolis*; Camus, *The Stranger*;

Drama: a classic play, Greek or Shakespeare; *Hamlet* with filmed versions; *Antigone* (tie with philosophy and *Matrix* films); *Richard III* (tie in with *Looking for Richard*; *Antigone*; current selection at the Lehman Theatre (student production)

Poetry: Keats, "Ode on a Grecian Urn"; selections from Dickinson, Frost, Collins; Angelou selections (with *Caged Bird?*); Brodsky selections with Nobel Prize essays;

Philosophy: Plato, allegory of the Cave, The Divided Line (*The Republic*, Book VI);

Social-Historical: Leo Marx, *The Machine in the Garden*; Tracy Kidder, *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*; Hosseini, *The Kite Runner*; M.L. King Jr., "Letter from Birmingham Jail"; *The Declaration of Independence, the Constitution of the U.S.; The New York Times; The New York Times* (also The Declaration of Independence and the U.S. Constitution);

Scientific: Sagan, *The Varieties of Scientific Experience*; Stoppard, *Arcadia*; Sobel, *Longitude*; Darwin;

The course syllabus covers such topics and questions as

1. The "contract" between Lehman College and its students.
2. What are the liberal arts? What is General Education?
3. What are the component skills and perspectives of a liberal education? How are they best acquired and when?
4. What are the College's curricular requirements, policies and practices? What are their purposes?
5. What courses to take, when? Long Range Academic Planning.
6. Where to find information sources? Searching for opinions.
7. What sources to trust? Testing reliability.
8. How to keep sources straight? Organizing data.
9. Issues: Academic integrity. What is original work and thought?
10. Issues: Academic equality. Who should be 'liberally' educated?
11. Issues: Academic goals & purpose. What is the relationship between a liberal education and a vocation or career?

Advising Component: The practical implementation of the ideals of a general and a professional education (for career goals) are elaborated in the student's individual academic planning. Each student completes a Long Range Academic Plan. Furthermore, students are

introduced to essential support services available to them on the Lehman campus such as the Career Services Center, the Counseling Center, Academic Advisement Center, Instructional Support Services, and the Student Health Center.

Technological and Informational Literacy: The course begins the process of developing the students' information and media literacy and its associated skills. The seminar actively uses Blackboard in a blended (hybrid) environment in order to teach the use of this platform and basic computer/Internet operations for academic and intellectual purposes. The course also uses the Blackboard site *Library Research and Information Literacy*, created and piloted for this course by Susan Voge and other librarians. This site includes descriptions of the research services and sources available at the Library and over the Internet, and it includes tutorials and exercises which are integrated into the course.

6. Effect on Curriculum Offering Outside of the Department:

This course represents an adjustment to the General Education curriculum, but one which will not increase the number of credits required for graduation. It allows students in their first semester to take one of the required multi-disciplinary General Education courses, one which is especially designed to meet their intellectual and academic needs as entering freshmen.

7. Faculty:

Full-time faculty and long-term adjunct faculty from departments in all divisions who have previous experience teaching in FYI blocks.

8. Estimated Enrollment and Frequency:

The experimental course will be offered in the fall 2007 semester in 25 FYI blocks of entering freshmen; it will then be offered in the spring 2008 in 6 FYI blocks.

9. Date of Departmental Approval:

March 9, 2007

Change in Prerequisite

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

*DEPARTMENT OF ENVIRONMENTAL, GEOGRAPHIC
AND GEOLOGICAL SCIENCES*

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisite.
2. **From:** GEO 167 Evolution of the Earth. 5 hours (3 lecture, 2 lab), 4 credits. Stages in the history of the earth. Origin of the earth, the ancient seas and their changing shorelines, the continents and mountains and the evolution of life on earth as seen in the fossil record. Laboratory work includes the study of important rocks and fossils, the interpretation of geologic maps, and the construction sections and maps. **PREREQ:** [GEO 100, 101, or 166.]
3. **To:** GEO 167 Evolution of the Earth. 5 hours (3 lecture, 2 lab), 4 credits. Stages in the history of the earth. Origin of the earth, the ancient seas and their changing shorelines, the continents and mountains and the evolution of life on earth as seen in the fossil record. Laboratory work includes the study of important rocks and fossils, the interpretation of geologic maps, and the construction sections and maps. **PREREQ:** Completion of the College requirement in mathematics.
4. **Rationale:** GEO 167 Evolution of the Earth is an introductory level course on a par with other 100-level department offerings which have no prerequisite. The skills and background knowledge required to succeed in this course are no different from those required for GEO 166 Earth Processes which has the prerequisite of completion of the College requirements in mathematics. In addition to being a required course for the Major and Minor in Geology, this course presents our current understanding of the origin and evolution of our planet making it of general interest. The subject matter of the course is topical considering society's current interest in global change through geologic time. Students should have access to the course without prerequisite as it has the potential to contribute to their general science literacy, enhancing their ability to bring critical understanding to presentations of the subject in the popular media and to make informed decisions concerning environmental policy as well as their everyday life.
5. **Effect outside department:** None
6. **Date of departmental approval:** 12 March 2007

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

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description: SOC 239: Sociology of Culture. Production and transmission of culture within society. Topics include popular culture (such as film, television, popular music), institutions in the production of culture, and social class and culture.

3. Rationale: Sociology of culture, or "cultural sociology," is one of the most popular fields of sociology. While Lehman College currently offers such courses as AMS American Culture – Value and Traditions, ANT 211 Cultural Anthropology, ANT 228 Language and Culture, and ANT 230 Selected Studies in Societies and Cultures, all of these have either a more particular focus and/or are taught from a different disciplinary perspective than sociology.

4. Academic Objectives and Justification for the Course:

- *To familiarize students with the literature in the sociology of culture;
- *To examine how culture shapes society and how culture is produced and transmitted within society;
- *To expose students to theoretical and methodological issues related to the sociology of culture;
- *To analyze the relationship between culture and social change;
- *To provide students with the tools for "reading" cultural messages, using semiotics as a methodological resource.

5. Syllabus/Sample Text:

Lynette Spillman (2001) *Cultural Sociology*. Blackwell Publishing.

Marcel Danesi and Paul Perron (1999) *Analyzing Cultures: An Introduction and Handbook*. Indiana University Press

6. Effect on Curriculum Offering Outside of the Department: None

7. Faculty: This course will be taught by members in the Dept.

8. Estimated Enrollment and Frequency: Thirty students per semester

9. Date of Departmental Approval: March 7, 2007

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK
CURRICULUM CHANGE

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

2. **Course Description:**

SOC 255: Selected Topics in Social Policy. *3 hours, 3 credits. May be taken for a maximum of 6 credits (two different topics).*

Analysis of one area of policy in the United States, as it has developed historically and as it compares with policies in other countries. Possible areas include immigration, adoption and health care.

3. **Rationale:**

Policy is an important and useful topic for both Sociology and Social Work majors. This course will offer students a descriptive and comparative case study approach to an area of policy, in contrast to SOC 327: American Social Policy-Making, which focuses on the participants and processes involved in the creation of social policy.

4. **Academic Objectives and Justification for the Course:**

The aim of this course is to teach students about a socially important area of policy in a comparative framework.

5. **Syllabus/Sample Texts**

The syllabus/texts will vary by topic. Two illustrations follow:

Sample I: Adoption syllabus:

1. Statistical overview of trends in domestic and international adoption
2. Social issues
 - a. Historical: interreligious adoption, including the Orphan Train Movement in the U.S
 - b. Current:
 - i. Transracial adoption
 - ii. Cross-cultural/international adoption – US patterns as influenced by and influencing policies elsewhere, especially Korea, China, Romania and Guatemala

- iii. Adoption by gays and lesbians
 - iv. Adoption of US-born infants abroad
3. National and International Guidelines for the Protection of Children
 - a. United Nations High Commission on the Rights of Children
 - b. The Hague
 - c. U.S. compliance/non-compliance with international standards
 - d. Remaining problems: trafficking in children; health; culture conflict; cultural genocide; social justice.

Sample II – Health Care Syllabus

1. Statistical overview of trends in health care spending and coverage
 2. The U.S. in comparative perspective
 - a. How do other national health care systems differ from the American system?
 - b. Why no universal coverage in the U.S.?
 - c. Roots of the employer-based health care system in the U.S.
 3. Historical developments in American health care policy
 - a. Launch of Medicare and Medicaid programs (1966)
 - b. Enactment and repeal of Catastrophic Care Act (1988)
 - c. Failure of Clinton health care plan (1993)
 4. Current issues in health policy
 - a. Controlling health care spending
 - b. From fee-for-service to managed care
 - c. Measuring health care quality
 - d. Expanding access
6. **Effect on Curriculum Offering Outside the Department:** None
 7. **Faculty:** The course will be taught by full-time faculty members currently in the department.
 8. **Estimated Enrollment and Frequency:** Anticipated enrollment is 30 students per section. The course will be offered once per year.
 9. **Date of Department Approval:** March 7, 2007.

THE MISSION, VISION, AND VALUES STATEMENTS

MISSION STATEMENT

Serving the Bronx and surrounding communities* as an intellectual, economic, and cultural center, Lehman College provides a liberal arts and sciences education within a dynamic research environment, actively engaging students in their academic, personal, and professional development.

**The term "surrounding region" is presented as an alternative to "surrounding communities."*

VISION STATEMENT

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

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

Lehman has always been a commuter campus that prides itself on its diversity and commitment to multicultural understanding. Now, the College looks forward to providing housing for students. This residential experience will attract a wider range of

students and lead to the development of new learning communities to enhance student success.

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

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

VALUES STATEMENT

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

Send comments by April 30, 2007 to: comments.mission@lehman.cuny.edu

Draft Document, March 2007



THE MISSION, VISION AND VALUES PLANNING CONTEXT

What is the purpose of a Mission Statement?

The Mission Statement describes the purpose of the organization and clearly states what the organization seeks to accomplish. It is the College's most explicit statement of identity and character. The Mission Statement focuses on outcomes and results rather than methods. It can be a valuable public information and marketing tool and also has value to accreditation agencies, which use the statement as a benchmark by which to assess the effectiveness of the institution and its management.

Why revise the Lehman College Mission Statement?

The current Mission Statement was last revised in 1994. The environment that helped to define the College's purpose has changed significantly, as have the expectations of policy makers and the general public about the role of higher education. This has taken place in a context of heightened competition among institutions of higher education that is now worldwide.

Six strategic goals emerged from the strategic planning retreat held by Lehman in September 2004, and a seventh goal was added when the strategic plan was refreshed in early 2006. Some strategic initiatives will lead to a shift in priorities and, consequently, a realignment of the Mission Statement to coincide with these changing priorities.

Are there other factors?

Yes. A Mission Statement serves as a basis for institutional planning, major initiatives, and resource allocation. The Mission Statement focuses faculty, staff and students by establishing a common goal for their efforts and energy. If the Mission Statement has remained the same for a long time, it may fail to serve this "inspirational" purpose.

How was the decision made to revise the Mission Statement?

A group of faculty and administrators worked during the summer of 2004 to prepare a series of briefing papers that represented the first step in the strategic planning process. These briefing papers helped to frame the discussions when thirty faculty members and administrators met for a two-day strategic planning retreat in September 2004. The recommendation to review and revise the Mission Statement emerged from this planning process.

Is this the same process being used to revise the Vision and Values Statement?

Lehman does not have a Vision or Values Statement; this will be its first.

What is a Vision Statement?

A vision statement describes what an organization will look like in the future when it is operating at its best—where the organization wants to be, what it wants to become. A Vision Statement answers the question "What will success look like?"

What is a Values Statement?

Core values are the College's essential and enduring tenets—the principles and beliefs that govern its work. These values define how the College will operate both to accomplish its work and to achieve its vision.

What process was used to develop the Mission, Vision and Values Statements?

A Mission, Vision and Values Committee made up of senior and mid-level administrators met several times beginning in spring 2006. The committee reviewed Mission Statements from colleges and universities across the country and considered the many changes that have occurred over the past decade within the City University of New York and in higher education, as well as the changing expectations of academic disciplines, accrediting agencies and the fiscal environment. As the draft statements were developed, they were shared for discussion and comment with a small number of faculty, staff, administrators, students and friends of the College.

What happens next?

The draft statements are being shared with the broader campus community as part of the public comment phase. The viewpoints and ideas sent to the Mission, Vision and Values Committee will inform the Committee's final deliberations.

Please send comments
by April 30, 2007 to:
comments.mission@lehman.cuny.edu.