

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, February 7, 2007 at 2:00 P.M.

Carman Hall B-04

AGENDA

1. Approval of the minutes of the Senate Meeting of December 6, 2006.
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
 - g. Campus Life and Facilities: Prof. Elhum Haghighat
 - h. Budget and Long Range Planning: Prof. Eric Delson
 - i. University Faculty Senate: Prof. Manfred Phillip
4. Old Business: None
5. New Business: None

Minutes of
The Lehman College Senate Meeting
Wednesday, December 6, 2006

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Senators Present: Akan, A.; Albelda, A.; Albelda, V.; Amaechi, C.; Bahadourian, J.; Bailey, M.; Banoum, B.; Bard, A.; Berrhe, K.; Bird, E.; Blot, R.; Bonastia, C.; Bullaro, G.; Calvet, L.; Capetola, L.; Carey, R.; Carrol, M.; Chowdhury, N.; DeMinco, S.; Digby, A.; Dominguez, A.; Em, C.; Feinerman, R.; Figueroa, J.; Georges, C.; Gottlieb, M.; Gulla, A.; Haghighat, E.; Happaney, K.; Holloway, J.; Hsueh, T.; Hurley, D.; Ibrahim, N.; Jacobson, B.; Jervis, J.; Johnson, A.; Kolb, P.; Kunstler, R.; Lawrence, D.; Lazarus, M.; Lerzundi, P.; Lowenstein, D.; Magdaleno, J.; Marianetti, M.; Matthews, E.; Merzel, C.; Mineka, J.; Munch, J.; Myrie, D.; Ogunjemilusi, O.; Nwogu, E.; Pant, H.; Pascal, A.; Philipp, M.; Pierre, K.; Pirch, K.; Polirstok, S.; Prohaska, V.; Sailor, K.; Sanford, V.; Saravia-Shore, M.; Seiger, L.; Selwyn, S.; Silverman, H.; Sim, L.; Sloan, H.; Tananbaum, D.; Tilley, J.; Tobgay, K.; Tramontano, W.; Troy, R.; Verdejo, V.; Wheeler, D.; Williams, L.; Winter, J.; Zuss, M.

Senators Absent: Ameen, S.; Aronowitz, J.; Awoyomi, T.; Bambshad-Alavi, M.; Blanco, W.; Blum, A.; Boyar, A.; Chaikin, G.; Chau, J.; DeJesus, A.; Diraimo, S.; Esteves, C.; Fernández, R.; Ferraro, M.; Fields, J.; Fiol-Matta, L.; Fleitas, J.; Fletcher, D.; Folsom, C.; Ganjian, I.; Garanin, D.; Gningue, S.; Gurdak, D.; Ihde, T.; Jafari, M.; Jean, Y.; Jones, L.; Joseph, C.; Kleiman, S.; Levitt, J.; Lundy, T.; Natividad, R.; Perez-Morales, I.; Perry-Rider, G.; Rice, A.; Ricourt, M.; Rothchild, D.; Salvatore, R.; Tesoro, M.; Totti, X.; Vielot, C.; Voge, S.; West, J.; Whittaker, R.; Wilson, S.; Wyckoff, S.; Xia, Z.; Zucchetto, V.

Prof. C. Alicia Georges, Chair pro temp, called the meeting to order at 2:05 p.m. in the absence of President Ricardo Fernández.

Minutes Adopted

A motion was made and seconded to adopt the minutes of the Senate meeting of November 8, 2006. The minutes were unanimously approved with two amendments: Line 98 should read "Senate committees," rather than sub-committees, and on line 124, HIU 708 covers the years 1825 to 1861.

Announcements and Communication

a. President Ricardo R. Fernández-

Since the President was absent due to other obligations, there was no report.

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The Lehman College Senate Meeting
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10 Haghighat, E.; Happaney, K.; Holloway, J.; Hsueh, T.; Hurley, D.;
11 Ibrahim, N.; Jacobson, B.; Jervis, J.; Johnson, A.; Kolb, P.; Kunstler, R.;
12 Lawrence, D.; Lazarus, M.; Lertzundi, P.; Lowenstein, D.; Magdaleno, J.;
13 Marianetti, M.; Matthews, E.; Merzel, C.; Mineka, J.; Munch, J.;
14 Myrie, D.; Ogunjemilusi, O.; Nwogu, E.; Pant, H.; Pascal, A.; Philipp, M.;
15 Pierre, K.; Pirch, K.; Polirstok, S.; Prohaska, V.; Sailor, K.; Sanford, V.;
16 Saravia-Shore, M.; Seiger, L.; Selwyn, S.; Silverman, H.; Sim, L.;
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26 Ricourt, M.; Rothchild, D.; Salvatore, R.; Tesoro, M.; Totti, X.; Vielot, C.;
27 Voge, S.; West, J.; Whittaker, R.; Wilson, S.; Wyckoff, S.; Xia, Z.;
28 Zucchetto, V.

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30 Prof. C. Alicia Georges, Chair pro temp, called the meeting to order at
31 2:05 p.m. in the absence of President Ricardo Fernández.

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34 meeting of November 8, 2006. The minutes were unanimously
35 approved with two amendments: Line 98 should read "Senate
36 committees," rather than sub-committees, and on line 124, HIU 708
37 covers the years 1825 to 1861.

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39 **Announcements and Communication**

40 a. President Ricardo R. Fernández-

41 Since the President was absent due to other obligations, there was no report.

42 **b. Student Conference-**

43 Mr. Avraham Albelda presented two informational items: 1. The “United Nations
44 International Day of Disabled Persons” event will take place at 4 p.m. today in the
45 Library, Room 215. At the same time, the Library’s Access and Technology Center
46 will be rededicated. In attendance will be Commissioner Matthew P. Sapolin, of the
47 Mayor’s Office for People with Disabilities, and Dr. Christopher Rosa, University
48 Director of Disability Services.

49 2. The Student Conference has decided on causes they will pursue for the year:
50 graduation issues, including the graduation folder and calling out the names of
51 graduates at the ceremony; extended library hours throughout the semester; changing
52 from the use of social security numbers for student identification; lowering the cost of
53 transcript fees; and increasing information dissemination efficiency.

54 **REPORTS OF THE STANDING COMMITTEES**

55 **a. Committee on Governance-**

56 There was no report. The next meeting is not set yet.

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

58 Prof. Kevin Sailor presented the list of undergraduate and graduate candidates for
59 graduation on January 31, 2007, for approval subject to verification by the registrar.
60 The report was moved and unanimously approved.

61 **c. Undergraduate Curriculum –**

62 Prof. Barbara Jacobson presented proposals from the Department of Languages and
63 Literatures, the Department of Political Science, the Department of Psychology, the
64 Department of History, the Department of Sociology and Social Work, and also the
65 Program in Women’s Studies. In addition, an experimental course from the
66 Department of Languages and Literatures was presented as an informational item.
67 The report was approved.

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

69 Prof. Robin Kunstler presented the following proposals: a policy change regarding
70 transfer of credit, from the Office of Graduate Studies and the Department of
71 Sociology and Social work; a change in program description regarding the Social

72 Work Program; and a change in degree requirements from the Department of Speech-
 73 Language-Hearing Sciences, but Dr. Kunstler noted that the 51 credit requirement is
 74 unchanged. She continued her report with proposals from the Department of
 75 Specialized Services in Education: a new Master's degree in Educational Leadership
 76 as School Building Leader; an Advanced Certificate in Educational Leadership as a
 77 School District Leader; and 20 new courses in Educational Leadership. The report
 78 was moved and approved.

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

80 Prof. Rosalind Carey said the Committee would like to go on record in supporting the
 81 University Faculty Senate's recent decision to reject the CUNY administration's
 82 proposal for a student complaint procedure on faculty.

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

84 1. The report was given by Acting Chief Librarian Sandra DeMinco. The last
 85 meeting on November 15 was well attended, including eight students and five faculty
 86 members. Reference as made to fumes in the library, which had been brought up at
 87 the last Senate meeting. Since then, complaints and concerns have decreased
 88 considerably with the odor growing fainter. The fumes will be prevalent until the
 89 project is completed about December 20. Prof. DeMinco also reported that students
 90 complained about the lack of quiet reading space in the library.

91 2. The second issue was the Enterprise Technology Initiative. Ten percent of the
 92 Tech fee collected from the students is set aside by every campus in CUNY and put
 93 into cooperative ventures. Six uses of the money were brought to the Committee's
 94 attention and a vote was taken on each one.

95 3. A total of 837 textbooks were purchased last year and placed on reserve for student
 96 use. Two hundred fifty faculty members are using the textbook reserve.

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

98 1. Prof. Elhum Haghighat reported on high school students using campus facilities.
 99 There were several complaints. A motion will be brought to the Senate at the next
 100 meeting.

101 2. To refresh the Senate's memory, Prof. Haghighat referred to the motion previously
 102 presented by Prof. John Mineka at the Senate meeting on September 13 regarding the
 103 book store and the cafeteria prices and quality of services. The matter was referred to

104 the Committee on Campus Life and Facilities to initiate an investigation and to report
 105 to the Senate. One finding was that many students were not aware they have the
 106 option to request either a check or a voucher for books. A voucher would probably be
 107 more convenient for them since they can obtain their books immediately. With the
 108 check, they have the choice of shopping around for books. Under these
 109 circumstances, the Financial Aid office needs to make this option clear to students.
 110 As to prices, those in the bookstore are higher than in other places. What the
 111 Committee found is that prices on Amazon.com and Barnes and Noble were lower,
 112 but not by very much. The book store management responded that the prices were in
 113 line with other major book store retailers. The Committee concluded that
 114 Amazon.com prices were the lowest. (Shipping charges are added to the book prices.)
 115 The book store said it would look into the small number of books that showed
 116 significant price differences. Another issue was ordering policies and when book lists
 117 are made available. Students claim that the book lists are often available two or three
 118 days before the beginning of the semester, giving students little time to shop around.
 119 The book store, in turn, registered some complaints about the faculty, insisting that
 120 the professors should be made aware of the length of time needed to order books. As
 121 of December 1, only half of the faculty had placed their textbook orders for the spring
 122 semester when the deadline was November 15. Furthermore, textbook numbers are
 123 sometimes recorded incorrectly, causing more confusion and delays. The book store
 124 has set up a hot line: 718-662-2550. Students have also expressed concerns about
 125 service, especially the need for more knowledgeable help.

126 3. On the cafeteria, the quality of food was found to be relatively good with few
 127 complaints. The vendor agreed to e-mail weekly menus, which would also serve as an
 128 update on prices. Another cafeteria issue is specialty items, such as kosher food
 129 which, though previously available, did not have a strong demand, but this will be
 130 looked into by the cafeteria management.

131 **h. Committee on Budget and Long-Range Planning-**

132 There was no report.

133 **i. University Faculty Senate-**

134 1. Prof. Manfred Philipp reported that the University Faculty Senate has voted to
 135 oppose any new university-wide student complaint policy about faculty. In this way,

136 that leaves the policies up to the campuses, and it is incumbent on the campuses to
137 have local policies, since in that way they are better handled. However, Vice
138 Chancellor Frederick Schaffer said a proposed new policy will come to the Board of
139 Trustees on January 8 and will be subject to public comment on January 22. To come
140 to the public hearings, it is necessary to sign up a week in advance; if no one signs up,
141 the hearings aren't held at all.

142 2. The Vice Chancellor has said that the proposed acceptable use of computer
143 resources policy will come before the Board of Trustees Committee on Faculty, Staff
144 and Administration on January 8. This proposed policy is unacceptable to the
145 University Faculty Senate. Vice Chancellor Schaffer has said that the University will
146 and has the right to remotely inspect any hard drive on any computer on campus. In
147 the meantime, it is both incumbent and prudent for any faculty not to work on
148 confidential matters on CUNY computers until this policy is challenged and changed.

149 3. The School of Professional Studies is in the middle of intense discussions about
150 governance. The School, which has a governing board, runs out of the Graduate
151 Center but is not subject to regulation by the Graduate Council which is the Senate of
152 the Graduate Center. It offers courses to such entities as labor unions outside the
153 university and is a competitor to continuing education operations on the campuses.

154 **OLD BUSINESS**

155 There was no old business.

156 **NEW BUSINESS**

157 There was no new business.

158 **ADJOURNMENT**

159 The meeting was adjourned at 2:50 p.m.
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162 Respectfully submitted,
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164 
165 Esdras Tulier
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**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

Department of Economics, Accounting and Business Administration

CURRICULUM CHANGE

From:

52-CREDIT BACHELOR OF BUSINESS ADMINISTRATION DEGREE (B.B.A.)

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations—private or public, for-profit or not-for-profit, corporate or entrepreneurial.

Departmental Credits (42)

- 12 *in economics*: ECO 166, 167, 324, 431
- 6 *in accounting*: ACC 171, 272
- 6 *in quantitative methods*: ECO 302, 402
- 9 *in management*: BBA 304, 405 and ECO 331
- 9 *in one area of concentration*:

- Finance*: BBA 307, 308, 310
- Marketing*: BBA 332, 367, 467
- Accounting*: ACC 334, 335, 342
- Human Resources*: BBA 328, 329 and ECO 326
- Business Law*: BBA 336, 337, 329

Students who wish to elect a second concentration should consult with a departmental advisor.

Credits in Other Departments (10)

- 3 *in ethical and legal responsibilities*: PHI 330
- 3 *in report writing*: ENW 204
- 4 *in mathematics for business*: MAT 171 or 174

NOTE: A minor field is also required. This minor should be attained in a department outside the Department of Economics, Accounting and Business Administration.

To (changes indicated in *bold italics*):

52-CREDIT BACHELOR OF BUSINESS ADMINISTRATION DEGREE (B.B.A.)

The B.B.A. program equips students with the necessary managerial skills to function in today's rapidly changing business environment. The program, stressing the place of business organizations in the larger community, prepares its enrollees to meet this challenge by helping them develop appropriate technical, conceptual, and interpersonal competencies. The curriculum also emphasizes the role of non-profit and governmental organizations in societal life. As such, students majoring in this program are introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human, and informational resources of any and all organizations—private or public, for-profit or not-for-profit, corporate or entrepreneurial.

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- Business Law*: BBA 336, 337, 329

Students who wish to elect a second concentration should consult with a departmental advisor.

Credits in Other Departments (10)

- 3 in ethical and legal responsibilities: PHI 330
- 3 in report writing: ENW 204
- 4 *in mathematics*: **MAT 174**

NOTE: A minor field is also required. This minor should be attained in a department outside the Department of Economics, Accounting and Business Administration.

Rationale: The change consists of making MAT 174 mandatory for all BBA students instead of *either* MAT 171 *or* 174. MAT 174 specifically deals with “differentiation and integration of elementary functions with applications to business,” hence will be more useful for BBA students.

Effect outside Department: None.

Date of Departmental Approval: November 8, 2006.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Department of Economics, Accounting and Business Administration

CURRICULUM CHANGE

Type of Change: Change in course requirements for a major in economics.

From:

30-CREDIT MAJOR IN ECONOMICS, B.A.

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic problems.

The Department offers a 30-credit major in this field, whose particulars are given below:

Credits (30)

- 12 *in economic analysis:* ECO 166, 167, 300, and 301.
- 3 *in quantitative methods:* ECO 302.
- 15 *in elective courses offered by the Department* at least 12 credits in 300- or 400-level courses selected with guidance from Departmental advisers. The remaining 3 credits can be in a 200-level course.

To:

30-CREDIT MAJOR IN ECONOMICS, B.A.

This major provides an understanding of the structures, processes, and trends in the private and public economy and offers academic and technical training in the analysis and handling of economic problems:

Credits (30)

- 12 *in economic analysis:* ECO 166, 167, 300, and 301.
- 6 *in quantitative methods:* ECO 302 and 402.
- 12 *in economics electives:* four 300- or 400-level ECO courses selected with guidance from Departmental advisers.

Rationale: The major is strengthened by making ECO 402 mandatory and limiting the curriculum to ECO courses exclusively.

Effect outside Department: None.

Date of Departmental Approval: November 8, 2006

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

Department of Economics, Accounting and Business Administration

CURRICULUM CHANGE

Type of Change:

New minor in management.

To:

MINOR IN MANAGEMENT.

This minor consists of ECO 302, BBA 304, BBA 405, and one additional 300- or 400-level BBA elective. Not open to students majoring in Economics, Accounting, or Business Administration.

Rationale:

The sequence of courses provides a basic understanding in the field of management.

Effect outside Department:

None.

Date of Departmental Approval:

November 8, 2006.

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

Department of Economics, Accounting and Business Administration

CURRICULUM CHANGE

Type of Change:

New minor in accounting.

To:

MINOR IN ACCOUNTING.

The minor in accounting consists of ACC 272, 334, 335 and one additional 300- or 400-level ACC elective. Not open to students majoring in Economics or Business Administration.

Rationale:

The sequence of courses provides a basic understanding in the field of accounting.

Effect outside Department:

None.

Date of Departmental Approval:

November 8, 2006.

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

Department of Economics, Accounting and Business Administration

CURRICULUM CHANGE

Type of Change:

New minor in economics.

Proposed Requirements for a Minor in Economics:

MINOR IN ECONOMICS.

This minor consists of ECO 300, 301, 302 and one additional 300- and 400-level elective course with ECO prefix. Not open to students majoring in Business Administration or Accounting.

Rationale:

Currently, students are permitted to count toward this minor any and all 200-, 300-, and 400-level courses offered by the Department, including those that lead to a degree in accounting or business administration. The proposed curriculum allows students to concentrate in 300- and 400-level ECO courses exclusively, hence provides adequate proficiency in this academic field.

Effect outside Department:

None.

Date of Departmental Approval:

November 8, 2006.

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

Department of Economics, Accounting and Business Administration

Type of Change:

Revise the course title and description.

From:

ECO 331: Industrial Organization and Management. 3 hours, 3 credits. The relationships among market structure, and performance in theory and practice; detailed discussions of entry and their relation to productivity performance; analysis of the main antitrust regulations; theories of managerial behavior as a consequence of the separation of ownership and management. PREREQ: BBA 304.

To:

ECO 331: Industrial Organization and Strategic Management. 3 hours, 3 credits. Relationships among market structure, competitive pressures, and organizational performance; conditions of entry and their effect on productivity; analysis of antitrust laws and other regulations; theoretical and practical implications of managerial behavior for consumers as well as the employees and the stockholders of the organization as a consequence of the separation of ownership and management. PREREQ: BBA 304.

Rationale:

The new course title and description more accurately reflect the content of the course.

Effect outside Department:

None.

Date of Departmental Approval:

November 8, 2006.

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

CURRICULUM CHANGE

1. Type of Change: Change in Program Requirements for Teacher Education Programs in Middle and High School Education

2. FROM:

PROGRAMS

**TEACHER EDUCATION PROGRAMS IN MIDDLE AND HIGH SCHOOL
EDUCATION**

Students major in the appropriate academic or special subject and take one of the sequences outlined in this section. Students should consult with an advisor in the Department of Middle and High School Education to be placed in the appropriate sequence.

TEACHER CERTIFICATION

Teacher certification and licensure is carried out by the New York State Education Department. The public schools of the City of New York have requirements beyond those required for State certification. At both the State and City levels, certification requirements are subject to change without notice. The information about certification contained in this Bulletin is the most up-to-date available at press time, but may become obsolete after publication. It is the responsibility of the student or graduate to periodically consult with a Departmental adviser about the latest certification requirements.

NOTE: All programs at Lehman College leading to New York State teacher certification are in the process of being changed to meet new State requirements. Students are advised to consult the office of the Division of Education, Room B-33 of Carman Hall, to determine the most current registered program requirements. The undergraduate program in Business Education is being phased out. Students currently enrolled in the program will be allowed to complete that program; however, no new students will be accepted into the undergraduate program in Business Education. Students not seeking an institutional recommendation but who intend to apply independently for certification should consult with a departmental adviser prior to registration so that a course of study fulfilling state requirements may be planned.

According to current changes taking place in New York State certification requirements, the option to apply for certification on an independent basis will no longer be available as of February 2, 2004.

ENTRANCE, CONTINUATION, AND EXIT CONDITIONS

To enter the program:

1. Pass all CUNY skills tests.
2. Pass English 120 and Speech 100 with a grade of B or better.
3. Declare a major in the area of certification.
4. Register for the first course in the education sequence, ESC 301.

To continue in the program:

1. Complete ESC 301 and ESC 302 with a combined index of 3.0 or better.
2. Complete ESC 409 and ESC 429. To register for either course, an index of 3.0 or better in ESC courses and an overall index of 2.7 or better is required.
3. Complete the appropriate subject area method courses (ESC 410-462). To register for these courses, ESC 301, 302, 429, and 409 must be completed with a combined index of 3.0 or better; an overall index of 2.7 must be maintained; and scores must be submitted on the NYS LAST Teacher Certification examination. In addition, at least 50 percent of the requirements for the major in the area of certification must be completed.
3. Complete ESC 470 (Student Teaching in the Middle Grades and High School Grades). Submit your scores on the NYS ATS-W Teacher Certification Examination and the C.S.T. to the office of the Dean of Education.

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. Complete all course requirements as outlined above.
2. Complete student teaching with a grade of B or better in each course.
3. Complete the major in the area of certification with an index of 2.7 or better.
4. Complete all degree requirements with an index of 2.7 or better.
5. Complete one year of college-level study of a language other than English.
6. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.
7. Complete all required NYS arts and science requirements.
8. Individuals seeking certification in foreign languages must submit scores for the ACTFL OPI (oral proficiency interview).

CERTIFICATION SEQUENCE

Sequences have been designed for students wishing certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.

To enroll in a **subject methods** course, the student must have completed 60 undergraduate credits (or have earned an associate's degree) and must have declared a major in a certification area.

To enter ESC 414-440 and 445 (Teaching a Subject in Secondary School), the student must have passed ENG 102 (or its equivalent) and have taken ESC 301 (or its equivalent) and have 3 additional education credits. Students also must have accumulated a 2.7 general index.

To enter student teaching, students must have passed the teaching of a subject course with a minimum grade of B and have an **over all index of "3.0" or better in the education courses and "2.7" in the major certification area**. For institutional recommendation for State certification, students must have earned a B or above in student teaching and must have completed the College/State-approved sequence for the respective subject area.

3. TO:**PROGRAMS****TEACHER EDUCATION PROGRAMS IN MIDDLE AND HIGH SCHOOL EDUCATION**

Students cannot major in education. Students major in the appropriate academic or special subject, complete the 12-credit minor shown below, and, if they wish to become certified as a

teacher, continue on to complete one of the teacher certification sequences outlined below. Students should consult with the undergraduate advisor in the Department of Middle and High School Education to be placed in the appropriate sequence. Students may complete the minor without continuing in the teacher certification sequence.

MINOR IN MIDDLE AND HIGH SCHOOL EDUCATION

The Department of Middle and High School Education offers a 12-credit minor. This minor partially satisfies requirements for New York State Certification. The required minor courses are:

ESC 301 (3 crs.)-Psychological Foundations of Middle and High School (15 hours of fieldwork required)

ESC 302 (3 crs.)-Social Foundations of Education: A Multicultural Perspective (15 hours of fieldwork required)

ESC 409 (3 crs.)-Instructional Strategies for Middle and High School (20 hours of fieldwork required)

ESC 429* (3 crs.)-Teaching Language, Literacy, and Educational Technology (20 hours of fieldwork required)

To continue into the Teacher Certification Sequence, candidates must have earned an overall GPA of 3.0 in the minor and must meet additional requirements listed below. Candidates must major in the academic or special subject area in which they intend to be certified and must follow the appropriate education sequence. Candidates should consult with an advisor in the Department of Middle and High School Education to be placed in the appropriate sequence.

TEACHER CERTIFICATION

College- and State-approved sequences have been designed for students wishing certification in the academic subject areas of English, foreign language, mathematics, science, and social studies, and for students in other subject areas.

Teacher certification and licensure is carried out by the New York State Education Department. The public schools of the City of New York have requirements beyond those required for State certification. At both the State and City levels, certification requirements are subject to change without notice. The information about certification contained in this Bulletin is the most up-to-date available at press time, but may become obsolete after publication. It is the responsibility of the student to consult periodically with a departmental advisor about the latest certification requirements.

PROGRAM REQUIREMENTS FOR UNDERGRADUATE SECONDARY TEACHER CERTIFICATION (ART, ENGLISH, FOREIGN LANGUAGE, HEALTH, MATHEMATICS, MUSIC, SCIENCE, SOCIAL STUDIES)

Credits (22-26)

ESC 301 (3 crs.)

ESC 302 (3 crs.)

ESC 409 (3 crs.)

ESC 429 (3 crs.)*

ESC 410-462 (4-8 crs.)

ESC 470 (Student Teaching) (6 crs.)

*Foreign Language students should take ESC 424 or ESC 462 instead of ESC 429.

ENTRANCE, CONTINUATION, AND EXIT CONDITIONS**To enter the program:**

1. File an application with the undergraduate advisor in the Department of Middle and High School Education.
2. Complete the education minor courses with a combined index of 3.0 or better
3. Have an overall college index of 2.7.
4. Complete English 120 and Communication 100 with a grade of B or better or an alternate course chosen in consultation with the advisor.
5. Must have declared a major in the area of certification.

To continue in the program:

1. Complete the appropriate subject area method course(s) (ESC 410-462). To register for these courses, candidates must (a) consult with an education advisor; (b) have earned a combined index of 3.0 or better in ESC 301, 302, 429, and 409; (c) maintain an overall college index of 2.7; (d) submit scores on the NYS LAST Teacher Certification examination, and (e) have successfully completed at least 50 percent of the requirements for the major in the area of certification.
2. Complete ESC 470 with a B or better (Student Teaching in the Middle Grades and High School Grades). Submit scores on the NYS ATS-W Teacher Certification Examination and the C.S.T. to the office of the Dean of Education.

To exit the program and receive Lehman College's recommendation for New York State Teacher Certification:

1. Complete all course requirements as outlined above.[†]
2. Complete student teaching with a grade of B or better.
3. Complete the major in the area of certification with an overall index of 2.7 or better.
4. Complete all degree requirements with an overall college index of 2.7 or better.
5. Complete one year of college-level study of a language other than English.
6. Complete two State-mandated workshops on (a) Child Abuse Identification and Reporting and (b) School Violence Intervention and Prevention.
7. Complete all required NYS liberal arts and science requirements.
8. Individuals seeking certification in foreign languages must submit scores for the ACTFL OPI (oral proficiency interview).

4. Rationale

- a. The description of the requirements for the undergraduate minor and teacher certification contained numerous redundancies and confusing entries. The proposed changes are intended to clarify the requirements.
- b. Some passages that are no longer relevant have been cut (e.g., the "Note" on page 1 of the "From").
- c. The number of credits for the minor and the certification sequence has changed because we are proposing to reduce ESC 409 from 4 credits to 3 credits.
- d. Speech 100 has been changed to Communication 100 (entrance requirement #4)

[†] Candidates should be advised that in order for an undergraduate course to be accepted by New York State toward teacher certification, it must be completed with a minimum grade of "C."

e. The footnote on page 4 of this document has been added in case a student decides to obtain certification directly from NYS after completing one of our programs.

5. **Effect Outside the Department:** None.

6. **Date of Departmental Approval:** 11/14/06

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

1. Type of Change: Change in Hours, Credits, and Prerequisite

2. FROM:

ESC 409: Instructional Strategies for Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Topics include: classroom management principles and techniques, "generic" lesson planning skills, use of relevant technology and software, and individualizing teaching methods for particular student populations, including limited English proficiency students, low-achieving students, minority and inner-city students, and students in special education. This course is a prerequisite to middle and high school "subject area" methods courses. PREREQ: ESC 301, 302, 2.75 or better overall GPA and a 3.0 or better combined GPA in Middle and High School Education courses.

3. TO:

ESC 409: Instructional Strategies for Middle and High School. *3 hours lecture, 3 credits. 20 field hours required.* Topics include: classroom management principles and techniques, "generic" lesson planning skills, use of relevant technology and software, and individualizing teaching methods for particular student populations, including limited English proficiency students, low-achieving students, minority and inner-city students, and students in special education. This course is a prerequisite to middle and high school "subject area" methods courses. PREREQ: ESC 301 and 302.

4. Rationale

Changes in Hours and Credits

ESC 409 is part of the minor in the Department of Middle and High School Education. All courses in the minor require field hours in an educational setting as part of the 100 field hours required by NYS for prospective teachers prior to student teaching. Previously, ESC 409 had 30 field hours assigned, and so earned 4 credits. However, many of the students who do the minor in our department do not intend to pursue teaching as a career, and so we wanted to redistribute the field hours so that they would be more equitably allotted to the four minor courses.

We are, therefore, proposing that ESC 409 now require 20 hours of field experiences rather than 30. Also, we are proposing to remove the phrase "2 hours lab" since these introductory field hours (what we call Level I fieldwork) are not a lab in the traditional sense of the word. They consist only of observations in educational settings, are done off-site and arranged at the student's own initiative, and do not require direct faculty oversight (although they are supervised in a general sense through journals and logs). Finally, because of this reduction in field hours, and because of the nature of the field hours themselves, we are proposing that the course be dropped from 4 to 3 credits.

Change in Prerequisite: ESC 409 is part of the minor, which students must complete prior to applying to do the certification sequence. Therefore, the criteria that we use to determine whether students can enter the certification sequence (a 3.0 overall index in education courses and a 2.7 overall index) are not applicable to this course.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/9/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Prerequisites

2. FROM:

ESC 419: Teaching Science in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science. Fieldwork under supervision. PREREQ: ESC 409 and ESC 429 with at least a 2.70 or better in ESC 301, 302, 409, and 429; completion of at least 50 percent of the credits in a State-accredited science major, with a minimum 2.75 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

3. TO:

ESC 419: Teaching Science in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Research and practice in the teaching of science at the middle and high school levels. Attention to inquiry-driven methods consistent with current standards in science education, uses of technology and relevant software, teaching strategies, assessment, inclusion of special student populations, and literacy development in science. Fieldwork under supervision. PREREQ: A combined index of 3.0 or better in ESC 301, 302, 409, and 429; completion of at least 50 percent of the credits in a State-accredited science major, with a minimum 2.7 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

5. Rationale

Change in Prerequisite: The combined index in ESC 301, 302, 409, and 429 was supposed to be 3.0, as is described in the introduction in the catalogue. This was a mistake in the original course description. Also, the overall cumulative GPA was supposed to be 2.7, not 2.75, which was a typographical error.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/14/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Prerequisites

2. FROM:

ESC 422: Teaching English in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Introduction to methods and materials for teaching English at the middle and high school levels. Curriculum development; use of relevant technology; developing academic literacy through language arts and literature current standards; instructional strategies; inclusion of special populations; and assessment. PREREQ: ESC 409 and ESC 429 with at least a 2.70 or better in ESC 301, 302, 409, 429; completed at least 50% of the credits in a state-accredited science major with a minimum 2.75 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education Office.

3. TO:

ESC 422: Teaching English in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Introduction to methods and materials for teaching English at the middle and high school levels. Curriculum development; use of relevant technology; developing academic literacy through language arts and literature current standards; instructional strategies; inclusion of special populations; and assessment. PREREQ: A combined index of 3.0 or better in ESC 301, 302, 409, 429; completion of at least 50% of the credits in a State-accredited English major with a minimum 2.7 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education Office.

6. Rationale

Change in Prerequisite: The cumulative index in ESC 301, 302, 409, and 429 was supposed to be 3.0, as is described in the introduction in the catalogue. This was a mistake in the original course description. Also, the overall cumulative GPA was supposed to be 2.7, not 2.75, which was a typographical error.

English education students need an English major, not a science major. This was a cut-and-paste error.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/14/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Field Hours; Prerequisites

2. FROM:

ESC 424: Teaching Foreign Languages in Middle and High School. *3 hours lecture, 2 hours lab. 4 credits.* Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment. **PREREQ:** ESC 409 and ESC 462, with at least a 2.70 or better in ESC 301, 302, 409, and 462; completion of at least 50 percent of the credits in a State-accredited science major, with a minimum 2.75 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

3. TO:

ESC 424: Teaching Foreign Languages in Middle and High School. *3 hours lecture, 2 hours lab. 4 credits. 30 hours fieldwork required.* Methods and materials for teaching foreign languages at middle and high school levels. Developing communicative competence, academic literacy through the four skills, and crosscultural awareness in a language other than English. Curriculum development; use of relevant technology; current standards; lesson planning; instructional strategies; inclusion of special populations; and assessment. **PREREQ:** A cumulative index of 3.0 or better in ESC 301, 302, and 409; completion of at least 50 percent of the credits in a State-accredited foreign language major, with a minimum 2.7 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

7. Rationale

Change in Field Hours: As all special methods courses in our department, this course requires 30 hours of fieldwork, but this was mistakenly left out of the original description.

Change in Prerequisite: The cumulative index in ESC 301, 302, and 409 was supposed to be 3.0, as is described in the introduction in the catalogue (Foreign language students do not take ESC 429; ESC 462 cannot be part of this GPA since 424 is a pre- or co-requisite to 462). This was a mistake in the original course description. Also, the overall cumulative GPA was supposed to be 2.7, not 2.75, which was a typographical error.

Foreign language education students need a foreign language major, not a science major. This was a cut-and-paste error.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/14/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Course Number, Prerequisites

2. FROM:

ESC 424: Teaching Mathematics in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics. **PREREQ:** ESC 409 and ESC 429, with at least a 2.70 or better in ESC 301, 302, 409, 429; completed at least 50 percent of the credits in a State-accredited science major, with a minimum 2.75 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

3. TO:

ESC 432: Teaching Mathematics in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Introduction to methods and materials for teaching mathematics in middle and high school, overview of curriculum, current standards, lesson planning; instructional strategies, uses of technology, problem solving; assessment, inclusion of special student populations, and literacy development in mathematics. **PREREQ:** A cumulative index of 3.0 or better in ESC 301, 302, 409, 429; completion of at least 50 percent of the credits in a State-accredited mathematics major, with a minimum 2.7 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

9. Rationale

Change in Course Number: This special methods course in Mathematics is ESC 432, not ESC 424, which is the methods course in Foreign Languages. This was a typographical error.

Change in Prerequisite: The cumulative index in ESC 301, 302, 409, and 429 was supposed to be 3.0, as is described in the introduction in the catalogue. This was a mistake in the original course description. Also, the overall cumulative GPA was supposed to be 2.7, not 2.75, which was a typographical error.

Mathematics education students need a mathematics major, not a science major. This was a cut-and-paste error.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/14/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Fieldwork Hours

2. FROM:

ESC 429: Teaching Language, Literacy, and Educational Technology. 3 hours. 3 credits. 15 hours fieldwork required. Using information technology to support the teaching of literacy to students of diverse language backgrounds and abilities through the content areas. Social, legal, and ethical issues affecting the instructional use of technology. Curriculum development; current standards; inclusion of students with disabilities; and assessment. No prior computing experience necessary. Integrated field experience. PRE- or COREQ: ESC 409.

3. TO:

ESC 429: Teaching Language, Literacy, and Educational Technology. 3 hours lecture. 3 credits. 20 hours fieldwork required. Using information technology to support the teaching of literacy to students of diverse language backgrounds and abilities through the content areas. Social, legal, and ethical issues affecting the instructional use of technology. Curriculum development; current standards; inclusion of students with disabilities; and assessment. No prior computing experience necessary. Integrated field experience. PRE- or COREQ: ESC 409.

8. Rationale

Changes in Field Hours

ESC 429 is part of the minor in the Department of Middle and High School Education. All courses in the minor require field hours in an educational setting, as part of the 100 field hours required by NYS for prospective teachers prior to student teaching. ESC 429 had 15 field hours while another course in the sequence, ESC 409, had 30 hours. However, many of the students who do the minor in our department do not intend to pursue teaching as a career, so we wanted to redistribute the field hours more equitably among the four minor courses. We are therefore proposing that ESC 429 now require 20 hours of field experiences rather than 15. These introductory field hours, what we call Level I fieldwork, consist only of observations in educational settings, are done off-site and arranged at the student's own initiative, and do not require direct faculty oversight (although they are supervised in a general sense through journals and logs). Because of the nature of these field hours, we are asking that the credit load for this course remain the same.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/9/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Prerequisites

2. FROM:

ESC 434: Teaching Social Studies in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards. Uses of technology and reviews relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies. **PREREQ:** ESC 409 and ESC 429, with at least a 2.70 or better in ESC 301, 302, 409, 429; completion of at least 50 percent of the credits in a State-accredited science major, with a minimum 2.75 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

3. TO:

ESC 434: Teaching Social Studies in Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Introduction to current theory on curriculum, alternate views on scope and sequence, lesson planning, and national and State standards. Uses of technology and reviews relevant software, alternative teaching strategies, different types of assessment, inclusion of special student populations, and literacy development in social studies. **PREREQ:** A cumulative index of 3.0 or better in ESC 301, 302, 409, 429; completion of at least 50 percent of the credits in a State-accredited social studies major, with a minimum 2.7 cumulative GPA; submission of scores on the New York State LAST examination to the Division of Education office.

10. Rationale

Change in Prerequisite: The combined index in ESC 301, 302, 409, and 429 was supposed to be 3.0, as is described in the introduction in the catalogue. This was a mistake in the original course description. Also, the overall cumulative GPA was supposed to be 2.7, not 2.75, which was a typographical error.

Social studies education students need a major appropriate for social studies, not science. This was a typographical error.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/14/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Course Description, Prerequisites

2. FROM:

ESC 437: Teaching Health In Middle and High School. *3 lecture, 2 lab, 4 credits. 30 hours fieldwork required.* Methods and materials for teaching health at the middle and high school levels. Curriculum development; use of relevant technology; developing multicultural literacy through language arts in the health curriculum; current standards; instructional strategies; inclusion of special populations; and assessment. Includes fieldwork under faculty supervision. **PREREQ:** ESC 301, ESC 302, ESC 409, and 429 with a minimum grade point average of 2.7; completion of 50 percent of the credits in a state accredited health major; a minimum overall cumulative grade point average of 2.75; and submission of scores on the New York State LAST examination to the Division of Education Office.

3. TO:

ESC 437: Teaching Health In Middle and High School. *3 hours lecture, 2 hours lab, 4 credits. 30 hours fieldwork required.* Methods and materials for teaching health at the middle and high school levels. Curriculum development; use of relevant technology; developing multicultural literacy through language arts in the health curriculum; current standards; instructional strategies; inclusion of special populations; and assessment. Includes fieldwork under faculty supervision. **PREREQ:** A cumulative index of 3.0 or better in ESC 301, 302, 409, and 429; completion of 50 percent of the credits in a State-accredited health major, with a minimum 2.7 cumulative GPA; and submission of scores on the New York State LAST examination to the Division of Education Office.

11. Rationale

Change in Course Description: We added the word "Hours" to "3 lecture" and "2 lab" to make the course expectation clearer and to make the description parallel to the other special methods courses.

Change in Prerequisite: The overall GPA in ESC 301, 302, 409, and 429 was supposed to be 3.0, as is described in the introduction in the catalogue. This was a mistake in the original course description. Also, the overall cumulative GPA was supposed to be 2.7, not 2.75, which was a typographical error. We also made minor changes to make this description of prerequisites parallel to the other special methods courses.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/14/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Field Hours; Prerequisites

2. FROM:

ESC 462: Teaching Language Arts in Languages Other than English. *3 hours lecture, 2 hours lab. 4 credits. 35 hours fieldwork required.* Methods, materials, and assessment for developing literacy through language arts in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of special populations; assessment. Fieldwork under supervision. PREREQ: ESC 301, 302, and 409, with a combined average of 3.0 or better; completion of at least 50 percent of the credits in a foreign language major, with a 2.7 or better; and submission of scores on the New York State LAST examination to the Division of Education office. PRE- or COREQ: ESC 424.

3. TO:

ESC 462: Teaching Language Arts in Languages Other than English. *3 hours lecture, 2 hours lab. 4 credits. 30 hours fieldwork required.* Methods, materials, and assessment for developing literacy through language arts in a language other than English at the middle and high school levels. Curriculum development; use of relevant technology and software; current standards; instructional strategies; inclusion of special populations; assessment. Fieldwork under supervision. PREREQ: A combined index of 3.0 or better in ESC 301, 302, and 409; completion of at least 50 percent of the credits in a State-accredited foreign language major, with a minimum 2.7 cumulative GPA; and submission of scores on the New York State LAST examination to the Division of Education office. PRE- or COREQ: ESC 424

12. Rationale

Change in Field Hours: This course requires 30 hours of fieldwork, not 35. This was a typographical error in the catalogue.

Change in Prerequisite: We are making minor changes in wording to make the course parallel to the other foreign language course, ESC 424.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/14/2006

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

CURRICULUM CHANGE

1. Type of Change: Change in Prerequisites

2. FROM:

ESC 470: Student Teaching in the Middle and High School Grades. One semester of full-time supervised student teaching, two experiences of 20 days each (or other approved experiences). 6 credits. Student teaching in the middle and high school grades, plus a weekly seminar.

PREREQS: Completion of appropriate Content Area Teaching Methods course(s) with a B or better; maintenance of overall GPA of at least 2.75; submission of scores on the ATS-W Teacher Certification Examination to the Division Office; Departmental permission; and approval from the Professional Development Coordinator. **NOTES:** (1) Student teaching on both the middle and high school level is required for State certification in English, social studies, foreign languages, science, and mathematics. Students seeking certification in music, health, art, and speech language pathology must complete a K-2 student teaching experience and should see their Department Chair for advisement. New York State may add this requirement for other subjects, so students are advised to consult their advisers in this Department regularly. (2) Student teaching requires formal application and approval the semester before the course is to be taken. It is the student's responsibility to check with the Professional Development Coordinator for meeting and application dates early in the prior semester.

3. TO:

ESC 470: Student Teaching in the Middle and High School Grades. One semester of full-time supervised student teaching, two experiences of 20 days each (or other approved experiences). 6 credits. Student teaching in the middle and high school grades, plus a weekly seminar.

PREREQS: Completion of appropriate Content Area Teaching Methods course(s) with a B or better; maintenance of overall GPA of at least 2.7; submission of scores on the ATS-W Teacher Certification Examination to the Division Office; Departmental permission; and approval from the Professional Development Network Coordinator. **NOTES:** (1) Student teaching on both the middle and high school level is required for State certification in English, social studies, foreign languages, science, and mathematics. Students seeking certification in music, health, art, and speech language pathology must complete a K-12 student teaching experience and should see the undergraduate advisor in the Department of Middle and High School Education for advisement. New York State may add this requirement for other subjects, so students are advised to consult their advisers in this Department regularly. (2) Student teaching requires formal application and approval the semester before the course is to be taken. It is the student's responsibility to check with the Professional Development Network Coordinator for meeting and application dates early in the prior semester.

13. Rationale

Change in Prerequisites:

The cumulative GPA was supposed to be 2.7, not 2.75, which is a typographical error.

Music, health, art, and speech language pathology certifications are all K-12 certificates, not K-2. This was a typographical error.

Students should see the undergraduate advisor in the Department of Middle and High School Education for advisement, not the Chair, as the Chair no longer oversees undergraduate advisement.

The official title for the person who coordinates student teaching and fieldwork has been changed to "Professional Development Network Coordinator."

5. **Effect Outside the Department:** None.

6. **Date of Departmental Approval:** 11/14/2006

**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 715 Program Planning and Evaluation in Public Health
3 hours, 3 credits

Fundamental approaches and methods for planning and evaluating public health programs. Focus on evidence-based public health practice through application of theory and empirical literature to program planning and evaluation.

3. Rationale:

Students in the Master of Public Health Program are expected to develop core competencies in program planning and evaluation, as determined by the Association of Schools of Public Health. This course will provide the necessary content.

4. Academic Objectives and Justification for the Course:

The main objectives for the course include

- Developing the ability to conduct a community needs assessment
- Developing the ability to plan and design a public health program
- Developing the ability to evaluate a public health program

5. Syllabus and Texts:

Topics to be covered:

- Problem analysis/needs assessment
- Using public access databases for needs assessment
- Selecting an appropriate intervention strategy
- Formulating a program logic model and related program objectives
- The elements of program design
- Developing a program plan & budget
- Selecting an appropriate evaluation strategy
- The elements of outcome evaluations
- The elements of process evaluation and program monitoring
- Developing an evaluation plan

Texts:

Kettner PM, Moroney RM, Lawrence LM. 1998. *Designing and Managing Programs: An Effectiveness-Based Approach*. Second Edition. Newbury Park, CA. Sage Publications.

McKenzie JF, Neiger BL, Smeltzer JL. 2004. *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*. Fourth Edition. San Francisco. Pearson Education, Inc.

Rossi P, Lipsey M, Freeman H. 2003. *Evaluation: A Systematic Approach*. Seventh Edition. Newbury Park, CA. Sage Publications.

6. **Effect on Curriculum Offerings Outside the Department:** None
7. **Faculty:** Full-time faculty is available to teach this course.
8. **Estimated Enrollment and Frequency:** 25 students; once a year. Average enrollment in graduate courses offered by this department: 20.
9. **Date of Departmental Approval:** November 29, 2006

ATTENDANCE FOR FALL 2006

X – Senator Present at the Meeting

*** Students' Names**

| Senator | 9/13/2006 | 10/11/2006 | 11/8/2006 | 12/6/2006 | TOTAL (Times Present) |
|-----------------------|------------------|-------------------|------------------|------------------|------------------------------|
| Akan, Alice | X | X | X | X | 4 |
| Albelda, Avraham* | X | X | X | X | 4 |
| Albelda, Vered* | X | X | X | X | 4 |
| Amaechi, Christopher* | | X | X | | 2 |
| Ameen, Shakirat* | | | | | 0 |
| Aronowitz, Julian | | | | | 0 |
| Awoyomi, Temitayo* | X | X | | X | 3 |
| Bahadourian, John | | | | | 0 |
| Bailey, Melisa* | X | X | X | X | 4 |
| Bamshad-alavi, Maryam | | | | | 0 |
| Banoum, Bertrade | X | X | X | X | 4 |
| Bard, Anne | X | X | X | X | 4 |
| Berthe, Kassime* | X | X | | X | 3 |
| Bird, Essence I.* | X | X | | X | 3 |
| Blanco, Walter | | | | | 0 |
| Blot, Richard | X | X | X | X | 4 |
| Blum, Antoinette | | X | | | 1 |
| Bonastia, Christopher | X | X | X | X | 4 |
| Boyar, Andrea | | | | | 0 |
| Bullaro, Grace | X | X | X | X | 4 |
| Calvet, Liliana | X | X | X | X | 4 |
| Capetola, Lisa* | X | X | X | X | 4 |
| Carey, Rosalind | X | X | X | X | 4 |
| Carroll, Mary | | | X | X | 2 |

| | | | | | |
|-----------------------|---|---|---|---|---|
| Clarkin, George | X | X | X | | 3 |
| Chau, Johnny* | | | X | | 1 |
| Chowdhury, Nusrat* | | | X | X | 2 |
| De Jesus, Anthony* | | | | X | 1 |
| DeMinco, Sandra | X | X | X | X | 4 |
| Digby, Annette | X | X | X | X | 4 |
| Diraimo, Susan | | X | X | | 2 |
| Dominguez, Alfred* | | | X | X | 2 |
| Em, Carry* | X | X | X | X | 4 |
| Esteves, Carmen | X | X | | | 2 |
| Feinerman, Robert | X | X | X | X | 4 |
| Fernández, Ricardo R. | X | | X | | 2 |
| Ferraro, Michael | | X | | | 1 |
| Fields, Judith | | | | | 0 |
| Figuroa, John* | | | X | X | 2 |
| Fiol-Matta, Licia | X | X | X | | 3 |
| Fleitas, John | X | X | X | | 3 |
| Fletcher, David | | | | | 0 |
| Folsom, Christy | | | | | 0 |
| Ganjian, Iraj | X | X | X | | 3 |
| Garanin, Dmitry | X | X | | | 2 |
| Georges, Catherine | | X | X | X | 3 |
| Gningue, Serigne | | X | | | 1 |
| Gottlieb, Marlene | X | X | X | X | 4 |
| Gulla, Amanda | | X | X | X | 3 |
| Gurdak, Daniel* | X | X | X | | 3 |
| Haghighat, Elhum | X | X | X | X | 4 |
| Happaney, Keith | X | X | X | X | 4 |
| Holloway, John | | X | X | X | 3 |
| Hsueh, Tiffany* | X | X | X | X | 4 |
| Hurley, Dene | X | X | X | | 3 |

| | | | | | |
|---------------------------|---|---|---|---|---|
| Ibrahim, Nana* | X | X | | X | 3 |
| Jacobson, Barbara | X | X | X | X | 4 |
| Jafari, Marzie | | | | | 0 |
| Jean, Yves | | | X | | 1 |
| Jervis, James | X | X | X | X | 4 |
| Johnson, Anne | | X | | X | 2 |
| Jones, Liesl | | | | | 0 |
| Joseph, Candyss* | X | X | X | | 3 |
| Kleiman, Susan | X | | | | 1 |
| Kolb, Patricia | X | X | | X | 3 |
| Kunstler, Robin | X | X | X | X | 4 |
| Lawrence, Daequan* | X | | | X | 2 |
| Lazarus, Marc | X | X | X | X | 4 |
| Lerzundi, Patricio | X | X | X | X | 4 |
| Levitt, Jane | X | X | | X | 3 |
| Lowenstein, David* | X | X | X | X | 4 |
| Lundy, Theresa | | | | | 0 |
| Magdaleno, Jose | X | | X | X | 3 |
| Marianetti, Marie | X | X | X | X | 4 |
| Matthews, Erica | X | X | X | X | 4 |
| Merzel, Cheryl | X | X | X | X | 4 |
| Mineka, John | X | X | X | X | 4 |
| Munch, Janet | X | X | X | | 3 |
| Myrie, Dermott* | X | | X | X | 3 |
| Natividad, Rhea* | X | | | | 1 |
| Oluwatosin, Ogunjemilusi* | X | X | X | X | 4 |
| Pant, Hari | | X | X | X | 3 |
| Pascal, Aileen* | X | X | X | X | 4 |
| Perez-Morales, Irene | X | | | | 1 |
| Perry-Ryder, Gail | | | | | 0 |
| Philipp, Manfred | X | | | X | 2 |

| | | | | | |
|-------------------------|---|---|---|---|---|
| Pierre, Kendra* | X | X | X | | 3 |
| Pirch, Kevin | X | X | X | X | 4 |
| Polirstok, Susan | X | X | X | X | 4 |
| Prohaska, Vincent | X | X | X | X | 4 |
| Ricourt, Milagros | | | | | 0 |
| Rothchild, David | | | | | 0 |
| Sailor, Kevin | X | X | X | X | 4 |
| Salvatore, Ralph | | X | | | 1 |
| Sanford, Victoria | X | X | X | X | 4 |
| Saravia-Shore, Marietta | X | X | X | X | 4 |
| Seiger, Liat | | X | X | X | 3 |
| Selwyn, Steven | | | X | | 1 |
| Silverman, Helene | X | X | X | X | 4 |
| Sim, Lik C.* | | X | X | X | 3 |
| Sloan, Heather | X | X | X | X | 4 |
| Tananbaum, Duane | X | X | X | X | 4 |
| Tesoro, Mary | | | | | 0 |
| Tilley, Janette | X | X | X | X | 4 |
| Tobgay, Kinzang* | X | X | X | X | 4 |
| Totti, Xavier | | | | | 0 |
| Tramontano, William | X | X | X | X | 4 |
| Troy, Robert | X | X | X | X | 4 |
| Verdejo, Valerie M.* | X | X | X | X | 4 |
| Voge, Susan | X | X | X | | 3 |
| Vielot, Claudine | X | X | | | 2 |
| West, Joyce | | | | | 0 |
| Wheeler, Derek | X | X | X | X | 4 |
| Whittaker, Robert | X | | | | 1 |
| Williams, Lyda* | X | | | X | 2 |
| Wilson, Shalena* | | | | | 0 |
| Winter, Jo-Ann S.* | X | X | | X | 3 |

| | | | | | |
|--------------------|---|---|---|---|---|
| Wyckoff, Steven | | | | | 0 |
| Xia, Zong-Guo | X | X | | | 2 |
| Zucchetto, Vincent | X | X | X | | 3 |
| Zuss, Mark | X | X | X | X | 4 |