

LEHMAN COLLEGE
The City University of New York
Lehman College Senate Meeting

Wednesday, September 13, 2006 at 2:00 P.M.

Carman Hall B-04

AGENDA

1. Approval of the minutes of the Senate Meeting of May 3, 2006.
2. Announcements and Communications:
 - a. President Ricardo R. Fernández
 - b. Representative of the Student Conference
3. Governance Committee Elections
4. Reports of Standing Committees:
 - a. Admissions, Evaluations and Academic Standards: Prof. Kevin Sailor
 - b. Undergraduate Curriculum: Prof. Barbara Jacobson
 - c. Graduate Studies: Prof. Robin Kunstler
 - d. Academic Freedom: Prof. Rosalind Carey
 - e. Library, Technology, and Telecommunication: Prof. George Chaikin
 - f. Campus Life and Facilities: Prof. Elhum Haghghat
 - g. Budget and Long Range Planning: Prof. Eric Delson
 - h. University Faculty Senate: Prof. Esther Wilder
5. Old Business: None
6. New Business: Motion regarding Auxiliary Enterprises


**Minutes of
The Lehman College Senate Meeting
Wednesday, May 3, 2006**

Senators Present: Akan, A.; Albelda, A.; Arauz, R.; Awoyomi, T.; Bard, A.; Bigman, D.; Blot, R.; Bonastia, C.; Bullaro, G.; Burgess, K.; Calvet, L.; Capetola, L.; Carey, R.; Carroll, M.; Colburn, F.; DeMinco, S.; Digby, A.; DiPaolo, M.; Eschenauer, R.; Feinerman, R.; Fernández, R.; Ferraro, M.; Freedberg, S.; Ganjian, I.; Garro, A.; Georges, C.; Gorges, R.; Gottlieb, M.; Haghghat, E.; Happaney, K.; Holloway, J.; Hurley, D.; Jacobson, B.; Jervis, J.; Kleiman, S.; Kolb, P.; Kreuzer, P.; Kunstler, R.; Lerzundi, P.; Levitt, J.; Magdaleno, J.; Marianetti, M.; Matthews, E.; McLaughlin, J.; Mineka, J.; Myrie, D.; Natividad, R.; Nnoli, E.; Nwogu, E.; Ogunjemilusi, O.; Ostrow, R.; Paez, J.; Pant, H.; Pascal, A.; Pierre, K.; Pirsch, K.; Polashek, T.; Polirstok, S.; Prohaska, V.; Rodriguez, J.; Sailor, K.; Salamandra, C.; Seraile, W.; Sloan, H.; Tananbaum, D.; Tramontano, W.; Ureña, K.; Voge, S.; West, J.; Wheeler, D.; Whittaker, R.; Wilder, E.; Williams, L.; Zucchetto, V.

Senators Absent: Abreu, R.; Adenikye Bello, A.; Ameen, S.; Aronowitz, A.; Bawa, G.; Blanco, W.; Bodden, L.; Chang, J.; Diraimo, S.; Dobson, D.; Espinosa, M.; Esteves, C.; Falcon, L.; Figueroa, J.; Garanin, D.; Gningue, S.; Gomez, C.; Herskovits, L.; Jafari, M.; Johnson, A.; Jones, L.; Paull, M.; Perez-Morales, I.; Philipp, M.; Powell, C.; Rodriguez, Y.; Saravia-Shore, M.; Selwyn, S.; Shi-Ttu, A.; Silverman, H.; Wilson, L.; Wyckoff, S.

President Ricardo Fernández called the meeting to order at 2:10 p.m.

Minutes Adopted

A motion was made, seconded and approved to adopt the minutes of the Senate meeting of ~~May 3, 2006~~ 

Announcements and Communication

a. President Ricardo R. Fernández-

1. President Fernández extended his congratulations to the students who are graduating and wished them every success.

2. The President noted that the state budget was approved. A significant part was vetoed by the Governor, and, in turn, the Assembly and Senate overrode the Governor's veto on numerous items. It is clear that the Governor's authority over the budget has been strengthened by the recent decision of the Court of Appeals, the highest New York State

44 court. It remains to be seen what the Governor will do in light of the Legislature's actions.
45 We are hopeful the Governor will not disturb on the CUNY and SUNY parts of the State
46 budget. We expect to know in the next two weeks. If the budget stands as it is, it will be the
47 best budget for CUNY in a couple of decades.

48 **b. Student Conference-**

49 There was no report.

50 **REPORTS OF THE STANDING COMMITTEES**

51 **a. Committee on Governance-**

52 Professor Vincent Prohaska announced that there is a student nominee, Rony Arauz, for a
53 vacancy in The Committee on Admissions, Evaluations and Academic Standards.

54 Professor Prohaska next presented the nominees for vacancies in the Standing
55 Committees of The Senate for the 2006-2007 academic year. Additional nominations
56 were made from the floor for the Committee on Graduate Studies and the Committee on
57 Undergraduate Curriculum. Ballots were distributed. Professors Timothy Alborn, Janet
58 DeSimone and Alicia Georges were elected to fill vacancies in the Committee on
59 Graduate Studies for 2006-2007. Ms. Alice Akan, Prof. Barbara Jacobson and Prof.
60 Robert Whittaker were elected to fill vacancies in the Undergraduate Curriculum
61 Committee for 2006-2007. The nominations to fill vacancies in the other Standing
62 Committees were moved, seconded and approved.

63 **b. Undergraduate Curriculum –**

64 Prof. Barbara Jacobson said the recommendations to the Senate come from the Departments
65 of: Health Sciences; Journalism, Communication and Theater; Mathematics and Computer
66 Science; Middle and High School Education; Nursing; Physics and Astronomy; and Political
67 Science. The Committee also presented informational items in the form of experimental
68 courses from the Departments of: Journalism, Communication and Theatre; Languages and
69 Literatures; and Political Science. A motion was made, seconded and approved to consider
70 the proposal from the Nursing Department separately. With regard to the proposal from
71 Middle and High School Education, it was pointed out that the former English 102 is now
72 English 120. Hence, a motion was moved, seconded and approved to change English 102 to
73 120 in the "change in degree requirements" section of the proposal. The report was approved
74 as to all the recommendations except for Nursing. The proposal from the Nursing
75 Department was then discussed. A motion to refer this proposal to CASE was moved,

76 seconded but did not carry. The proposal from the Nursing Department was then moved and
77 carried.

78 **c. Committee on Graduate Studies-**

79 Prof. Robin Kunstler introduced the following items for approval: from the departments or
80 offices indicated: Academic Advising, Standards and Evaluations/office of Graduate Studies,
81 change in the Transfer of Credit policy; Dept. of Art, six new courses; Dept. of Biological
82 Sciences, a change in course description; Dept. of Languages and Literatures, change in
83 degree requirements in Program for Secondary School Teachers in Spanish; Dept. of Middle
84 and High School Education, change in degree requirements in Advanced Certificate for
85 Teachers of Languages other than English, a new Graduate Extension Program, and a minor
86 course change; Dept. of Nursing, a minor course change; Dept. of Specialized Services in
87 Education, a new course; Dept. of Health Sciences, a new course. Informational items: Dept.
88 of Music, a new experimental course; Dept. of Specialized Services in Education, two new
89 experimental courses. The report was approved.

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

91 Prof. Kevin Sailor presented the lists of undergraduate and graduate students for June and
92 September, 2006 graduation, subject to verification by the Registrar. The Lists of graduates
93 was approved.

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

95 There was no report.

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

97 1. Professor Esther Wilder was nominated to serve on the Technology Fee Committee. The
98 nomination was approved.

99 2. Prof. Rona Ostrow announced a dedication will be held on May 4, naming the Lehman
100 Library "The Leonard Lief Library." (Leonard Lief was the founding president of Lehman
101 College.) On May 11 there will be a reception to honor faculty authors in the Cyber Café.

102 3. The faculty computer lab has been moved from the IT Center to B-20 in the library. There
103 are four machines and a printer in this lab, which have been mostly used by adjunct faculty
104 who do not have access to computers in their offices.

105 4. The Committee discussed what happens to the money from the Student Fee that all
106 campuses earmark for enterprise technology initiatives. (Lehman set aside 10 percent of its
107 technology fee for this purpose, but the college gets reimbursed if this money is not all
108 spent.) A centralized CUNY IT Steering Committee makes decisions on how this money is

109 spent. Several members of the Committee would like to have more Lehman representation on
110 the CUNY IT steering subcommittees, particularly on software purchases.

111 5. The question was raised about how Lehman could get the most recent version of SPSS,
112 which is software for statistical analysis. At present, two campuses have already purchased
113 SPSS on their own. The CUNY IT Steering Committee has not funded SPSS to date. Prof.
114 Xia reported that he had been surveying all the departments regarding their technology needs,
115 including SPSS but has only heard back from a few. Prof. Xia thought it was *important* for
116 Lehman students to be able to work with the most recent versions of SPSS so they are
117 competitive in the job market.

118 6. Questions were raised as to whether any of the funds for the enterprise technology fee
119 initiatives will be used for ERP (Enterprise Resource Planning). Mr. Jerold Barnard
120 responded that the technology fee monies must be used for the direct advantage of the
121 students and ERP does not qualify. Meanwhile, CUNY is requesting additional funding for
122 ERP from the state, but it will be a few years before more money is received to support this
123 initiative.

124 9. Mr. Barnard updated the Committee on the student technology fee monies being spent at
125 Lehman. In Phase 1, \$1,211,000 was allocated and in Phase 2, \$1, 977,000 was expected on
126 the basis of our latest enrollment figures. He reported that the college had spent nearly the
127 full amount of money that was allocated in Phase I. Contingency funding (e.g., money to pay
128 for upkeep, repairs and emergencies) cost Lehman somewhat more than was allocated.
129 However, most initiatives were funded within the allocated budget or were less than 10
130 percent over. A final accounting of the money spent will be available in May, and if there are
131 additional leftover funds, the money may be used to replace old computers. Altogether, \$1.4
132 million dollars is being spent in the 2005-2006 academic year.

133 8. Prof. Chaikin inquired about the spam filters at Lehman. Professor Grace Bullaro
134 complained that she received too many filtered ("Proofpoint") e-mails. It was brought out
135 that the system is located at 57th Street and the subscription service will end in one year. Mr.
136 Barnard said he will check what options are available.

137 9. The question was raised as to the amount of space that faculty have for e-mail. Mr.
138 Barnard said that each faculty member has 100 megabytes, an amount that may be increased
139 if faculty members make specific requests to the IT Center. He noted that this is a relatively
140 generous allocation that should fit the needs of most faculty. Meanwhile, he stressed that

141 there are two stages in deleting e-mail (e.g., delete e-mail and then empty trash), and both
142 steps need to be followed to free up additional space.

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

144 1. Prof. Elhum Haghighat said she was unanimously elected chair of the Committee.
145 Prof. Christy Folsom will serve as an alternate for any Science Facility Committee
146 meeting the chair is unable to attend.

147 2. The Committee is looking into who is responsible for oversight of high school
148 students on campus.

149 3. The Campus Facilities Office has found a vendor who may be able to provide
150 replacement seats and tablet arms for the lecture halls.

151 4. Construction contracts for Carman Hall rooms C10 and B21 (referred to as the
152 Multi-Media Center) have been awarded and building department permits have been
153 issued. The contractors will begin about May 1.

154 5. A Programming Committee meeting to discuss the new Science Facilities took
155 place last month. Different layouts and stacking options were discussed and different
156 plans were presented.

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

158 There was no report.

159 **i. University Faculty Senate-**

160 1. The UFS has been closely following the development of CUNY's new
161 policy entitled, "Recommended Procedures for Handling Student Complaints
162 about Faculty Conduct in the Classroom." This will be a university-wide
163 policy, which will be implemented in June.

164 2. A second issue that the UFS is focusing on is CUNY's planned "Black
165 Male Initiative" to help retain and graduate black men. There are several
166 programs at Medgar Evers College working on this goal and may be
167 replicated on other campuses. But the New York Civil Rights Coalition has
168 filed a federal complaint alleging that these programs are racially and sexually
169 discriminatory. Meanwhile, on April 26, there was a conference on creating a
170 culture for educational success for black male youth that attracted hundreds of
171 people at John Jay College. Several UFS senators expressed disappointment
172 with the CUNY retention report. The report says that CUNY faculty suffer
173 from an attitude problem in believing that our students are not competent.

174 Several faculty complained that the retention report is poorly written and
175 contains factual errors.
176 3. A report was presented to the UFS on the demographics of the incoming
177 class of students in the Journalism School. Altogether 90 students of diverse
178 backgrounds were accepted.
179 4. At the April plenary, the UFS held a panel discussion on “changing face-
180 to-face courses” to online courses. The panel discussed such questions as to
181 whether the faculty should be trained to teach online courses and whether such
182 courses are subject to special requirements at different institutions. It was
183 claimed that it costs more to teach online courses than face-to-face classes
184 because of the variety of supports needed. Some expressed concerns about
185 plagiarism and the loss of human contact associated with online courses, but
186 faculty teaching these courses stress that they achieve close connections with
187 their students and have mechanisms to prevent cheating.
188 5. Finally, the UFS held nominations for officers. Prof. Manfred Phillip was
189 the sole nominee to be the chair of the UFS. Elections will be held at the next
190 UFS meeting in mid-May. Moreover, here at Lehman elections were held for
191 two open seats in the UFS. Prof. James Jervis and Prof. Marie Marianetti were
192 elected senators, and Prof. Richard Holody and Prof. George Chaikin were
193 elected as alternate senators.

194 **OLD BUSINESS**

195 There was no old business.

196 **NEW BUSINESS**

197 There was no new business.

198 **ADJOURNMENT**

199 The meeting was adjourned at 3:20 p.m.
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Respectfully submitted,



Esdras Tulier

ATTENDANCE FOR SPRING 2006

X – Senator Present at the Meeting

Senator	2/1/2006	3/1/2006	4/5/2006	5/1/2006	TOTAL (Times Present)
Abreu, Rosalie					0
Adenikey Bello, Abibabu					0
Akan, Alice	X	X	X	X	4
Albelda, Avraham	X	X	X	X	4
Ameen, Shakirat	X	X			2
Arauz, Rony	X	X		X	3
Aronowitz, Julian					0
Awoyomi, Temitayo	X	X	X	X	4
Bailey, Melisa	X		X	X	3
Bard, Anne	X	X	X	X	4
Bawa, Gaurav					0
Bigman, Daniel	X	X			2
Blanco, Walter					0
Blot, Richard	X	X	X	X	4
Blum, Antoinette	EX	M			0
Bodden, Laura					0
Bonastia, Christopher	X	X		X	3
Bullaro, Grace	X	X	X	X	4
Burgess, Kristin	X	X	X	X	4
Calvet, Liliana	X		X	X	3
Capetola, Lisa	X	X	X	X	4
Carey, Rosalind	X	X	X	X	4
Carroll, Mary	X	X		X	3
Chang, Joanne					0
Colburn, Forrest	X			X	2

DeMinco, Sandra	X	X	X	X	4
Digby, Annette			X	X	2
DiPaolo, Maria	X	X	X	X	4
Diraimo, Susan					0
Dobson, Dorothy					0
Eschenauer, Robert	X	X	X	X	4
Espinosa, Mildred					0
Esteves, Carmen					0
Falcon, Lee					0
Feinerman, Robert	X	X	X	X	4
Fernández, Ricardo R.	X	X	X	X	4
Ferraro, Michael	X		X	X	3
Figueroa, John					0
Freedberg, Sharon	X	X	X	X	4
Ganjian Iraj			X	X	2
Garanin, Dmitry	X	X			2
Garro, Anthony J.		X	X	X	3
Georges, Catherine		X		X	2
Gningue, Serigne	X	X			2
Gomez, Caroline					0
Gorges, Richard	X	X	X	X	4
Gottlieb, Marlene	X	X	X	X	4
Gurdak, Daniel					0
Haghighat, Elhum	X	X	X	X	4
Happaney, Keith	X	X	X	X	4
Herskovits, Leah	X	X			2
Holloway, John	X	X		X	3
Hurley, Dene			X	X	2
Jacobson, Barbara	X	X	X	X	4
Jafari, Marzie					0
Jervis, James	X	X	X	X	4

Johnson, Anne					0
Jones, Liesl			X		1
Karabali, Dimitra					0
Kleiman, Susan					0
Kolb, Patricia	X	X	X		3
Kreuzer, Paul	X		X		2
Kunstler, Robin	X	X	X		3
Lertzundi, Patricio		X	X		2
Levitt, Jane		X	X		2
Magdaleno, Jose			X		1
Marianetti, Marie	X	X	X		3
Matthews, Erica	X	X	X		3
McLaughlin, Jody	X	X			2
Mineka, John		X			1
Muller, Sophie					0
Natividad, Rhea	X	X	X		3
Nnoli, Ebelechukwu		X	X		2
Nwogu, Eberechi	X	X	X		3
Ogunjemilusi, Oluwatosin	X		X		2
Ostrow, Rona	X	X	X		3
Paez, Jesse	X	X	X		3
Pant, Hari	X	X			2
Pascal, Aileen	X	X	X	X	4
Paull, Michael					0
Perez-Morales, Irene	X				1
Philipp, Manfred	X				1
Pierre, Kendra	X	X	X		3
Pirch, Kevin	X	X	X		3
Polashek, Timothy	X	X			2
Polirstok, Susan			X		1
Powell, Christina					0

Prohaska, Vincent	X	X	X	3
Rice, Marge				0
Rodriguez, Jose				0
Rodriguez, Yini		X	X	2
Sailor, Kevin	X	X		0
Salamandra, Christa	X	X		3
Saravia-Shore, Marrietta	X		X	2
Selwyn, Steven				2
Seraile, William	X	X		0
Shi-Ttu, Aminah Muhammad				3
Silverman, Helene	X	X		0
Sloan, Heather	X	X		2
Tananbaum, Duane	X	X	X	3
Tramontano, William	X	X	X	3
Urena, Kermit Rafael		X	X	3
Voge, Susan	X	X	X	2
West, Joyce	X	X	X	3
Wheeler, Derek	X	X		3
Whittaker, Robert	X	X		2
Wilder, Esther	X	X	X	3
Williams, Lyda	X	X	X	3
Wilson, Leon				3
Wyckoff, Steven				0
Zucchetto, Vincent	X	X	X	0
				3

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

Department of English

1. **Type of Change:** Experimental course
2. **Course Description:**
ENW 464: Master Class in Poetry. 1 hour, 1 credit. (May be repeated with the professor's permission for a maximum of 3 credits.)
An intensive course in writing, revising, and editing poetry. .
PREREQ: submission of portfolio and approval of professor.
3. **Rationale:**
This course will provide an opportunity for creative writing students to study with an outstanding poet.
4. **Academic Objectives and Justification for the Course:**
This course is intended to enable students to write, evaluate, and revise their poetry in a workshop setting with a distinguished poet and other writers at a comparably advanced level. Students will bring some work to the class for revision and will write some original work according to the professor's guidelines. At the end of the course students will have produced a portfolio of what they and the professor consider their best poetry.
5. **Sample Reading List:**
Readings will include some poetry chosen by the professor as examples but will focus primarily on techniques of writing, revising and editing the students' own poetry.
6. **Effect Outside the Department:** None
7. **Faculty:** The course will be taught by faculty in the English Dept.
8. **Estimated Enrollment and Frequency:**
Limited to 10. Once or twice a year, depending on availability of professor.
9. **Date of Departmental Approval:** April 25, 2006

Department of Health Sciences**1. Type of Change: Change in Degree requirements****2. From:****M.S. Program in Nutrition**

The Lehman College Master of Science Program in Nutrition prepares students for a wide range of professional positions in either clinical or community nutrition, and for doctoral study in these fields. Graduates of the program may find career opportunities as clinical nutritionists within health-care settings and as nutrition educators in the community. Those graduating with Option III-Dietetic Internship are eligible to sit for the Registration Examination administered by the American Dietetic Association to become Registered Dietitians (R.D.).

Admission Requirements:

Bachelor's degree or its equivalent from an accredited college or university.

Demonstrated ability to successfully pursue graduate study by having achieved a minimum grade average of B- in the undergraduate record as a whole and an average of B in courses most relevant to the graduate discipline.

[Three] letters of recommendation.

Must have completed the following courses and credits:

In Basic Science: a minimum of 12 credits, including courses in physiology, inorganic chemistry, and organic chemistry.

In Nutrition: a minimum of 12 credits, including courses in advanced nutrition, diet and disease, and foods. Deficiencies in undergraduate preparation may be rectified through Lehman's undergraduate Didactic program in Dietetics, Foods, and Nutrition, which is approved by the American Dietetic Association.

Degree Requirements:

Each candidate must complete an approved program of study of at least 32-33 credits that includes the general core courses and a specialization in clinical nutrition, community nutrition, or the Dietetic Internship option. The student may elect either to write a thesis or to complete one additional 3-credit course for a total of 35-36 credits, and pass a comprehensive examination.

Core Courses:

All students are required to take the following courses and credits:

HEA 600 [(4)], BIO 644 (4), DFN 610 (4), 620 (3), 641 (3), 651 (3), [761 (3)], and 791 (3)

Total of 26-27 credits

[Specialization:

Students must complete one of the following specialization options:

Option I: Clinical Nutrition:

The option in clinical nutrition is satisfied by the completion of 6 to 9 credits from the following list of courses, which must be selected with the approval of the graduate adviser: DFN 630 (3-6), 692 (3-6), 771 (3), 792 (3), 794 (3-6)

Total of 6-9 credits

Option II: Community Nutrition:

The option in community nutrition is satisfied by the completion of 6 to 9 credits from the following list of courses, which must be selected with the approval of the graduate adviser: DFN 630 (3-6), 693 (3-6), 741 (3), 793 (3), 795 (3-6)

Total of 6-9 credits

Option III: Dietetic Internship (DI):

This option is satisfied by the completion of an additional 12 credits in the following courses: DFN 661 (3), 730 (6), and 731 (3)

Total of 12 credits]

A verification statement for completion of the D.I. will be granted following successful completion of DFN 610 (4 credits), 641 (3), 651 (3), 661 (3), 730 (6), and 731 (3). Completion of the Master's program is not required for completion of the Dietetic Internship.

3. To:

M.S. Program in Nutrition

The Lehman College Master of Science Program in Nutrition prepares students for a wide range of professional positions in either clinical or community nutrition, and for doctoral study in these fields. Graduates of the program may find career opportunities as clinical nutritionists within health-care settings and as nutrition educators in the community. Those graduating with Option II-Dietetic Internship are eligible to sit for the Registration Examination administered by the American Dietetic Association (ADA) to become Registered Dietitians (R.D.).

Admission Requirements to M.S. Program in Nutrition:

Bachelor's degree or its equivalent from an accredited college or university.

Demonstrated ability to successfully pursue graduate study by having achieved a minimum grade average of B (3.0) in the undergraduate record as a whole and in courses most relevant to the graduate discipline.

Two letters of recommendation.

Must have completed the following courses and credits (or their equivalents):

In Basic Science: courses in physiology (BIO 181 and 182, or 228), inorganic chemistry (CHE114 and 115), and organic chemistry (CHE 120 and 121).

In Nutrition: courses in introductory (HSD 240) and advanced nutrition (DFN 445), diet and disease (DFN 348 and 448), and foods (DFN 120 and 220). Deficiencies in undergraduate preparation may be rectified through Lehman's undergraduate program in Dietetics, Foods, and Nutrition, which is approved by the American Dietetic Association as a Didactic Program in Dietetics (DPD).

Degree Requirements:

Each candidate must complete an approved program of study of at least 38 credits that includes the general core courses and approved elective courses which may include the courses required for the Dietetic Internship (Diprogram.. The student may elect either to write a thesis, or pass a comprehensive examination for a minimum total of 38 credits..

Core Courses:

All students are required to take the following courses and credits:

HEA 600 (3), HEA 620 (3), BIO 610 (4) or BIO 644 (4), DFN 610 (4), DFN 620 (3), DFN 641 (3), DFN 651 (3), and DFN 791 (3)

Total of 26 credits

Elective Courses:

Students may select from the following courses and credits for a minimum of 12 credits:

DFN 621 (3), 630 (3-6), 661 (3), 692 (3-6), 693 (3-6), 730 (3), 731 (2-6) 741 (3), 771 (3) 792 (3), 793 (3), 794 (3-6), 795 (3-6), HSD 606 and other courses selected with permission of the graduate advisor.

Total of a minimum of 12 credits

Admission Requirements to Lehman's Dietetic Internship Program (DI):

Students who wish to enter the DI must be accepted into Lehman's MS in Nutrition program and then submit an additional application to the DI. Places in the DI are limited and therefore admission

into the DI is competitive. Students must conform to the admissions policies of the DI as itemized on the web pages of the DI program <http://www.lehman.cuny.edu/deannss/healthsci/di/info.html> which includes the computerized matching program through D and D.Digital

Included in the DI application are:

The ADA internship application form,

Two recommendations on ADA forms,

Undergraduate and/or graduate transcripts, and

A DPD Verification Statement attesting to the completion of an ADA-approved coursework equivalent to the undergraduate program in Dietetics, Foods, and Nutrition

Applications must be submitted to the DI Coordinator by February 15 for entry into the DI class beginning in the Fall semester.

Prior to enrolling in the supervised practice (DFN 730), each student must satisfy the completion of the following four graduate courses: DFN 610, 641, 651, and 661. Concurrent registration is permitted in one or more of the required courses by prior permission of the DI Director.

Completion Requirements for Dietetic Internship Program

In order to sit for the RD examination, students must be admitted to the M.S. in Nutrition program, submit a separate application to the DI, participate in computer matching, be admitted into the DI, complete four prerequisite and/or corequisite courses, and complete a minimum of 900 hours of supervised fieldwork (DFN 730 for 3 semesters), and attend the fieldwork seminars (DFN 731) for 3 semesters or until the requirements are fulfilled. The DI must be completed within a 24-month period.

A verification statement for completion of the DI will be granted following successful completion (with a mean GPA of at least 3.0) of DFN 610 (4 credits), 641 (3), 651 (3), 661 (3), 730 (6), and 731 (6). Completion of the Master's program is not required for completion of the Dietetic Internship option.

4. Rationale

- a) **Options I, II and III have been eliminated to reflect a blurring of the differentiation in nutrition practice between nutrition practiced in the community and in the clinic.**
- b) **DFN 761 Nutritional Assessment has been eliminated as a required course as the information is covered in other courses. Instead, HEA 620 Health Counseling has been added to the required coursework as appropriate theories and strategies in counseling is considered essential to the practice of clinical and community nutrition in today's professional environment.**
- c) **The Dietetic Internship has increased from 12 to 15 credits to comply with ADA requirements by increasing the credits and hours for DFN 731 from 1 hour (1 credit) to 2 hours (2 credits) per semester to reflect the increasing needs for didactic content to successfully prepare students for professional practice and to pass the examination to become a registered dietitian. The increase in the number of credits required for the DI reflect this increase.**
- d) **The additional 3 credits required for those that elect to sit for the comprehensive examination has been eliminated. All students, regardless of whether they sit for the comprehensive or write a thesis, are required to complete the same number of credits.**
- e) **HEA 600 has been reduced from 4 to 3 credits.**

5. Effect outside Department: None

6. Date of departmental approval: April 26, 2006

Department of Health Sciences

1. Type of Change: Change in Course Title, hours, credits, and description

2. From:

DFN 731: [Supervised Professional Practice Seminar. 1 hour, 1 credit]

(Course open only to those accepted into [Option III:] Dietetic Internship. [May be reelected for a maximum of 3 credits to fulfill DI requirements]). [On-campus group discussions to analyze and expand upon the fieldwork experience. Presentations by students of fieldwork experiences and case studies.]

COREQ: DFN 730

3. To:

DFN 731: Concepts and Methods of Dietetics Practice. 2 hours, 2 credits.

(Course open only to those accepted into Dietetic Internship. Must be taken for 3 semesters and until DI requirements are fulfilled)

Examination of current concepts and methods of dietetics practice to prepare students for entry-level professional practice. Includes on-campus didactic activities, group discussions and the use of case studies to analyze and expand upon the fieldwork experience.

COREQ: DFN 730

4. Rationale:

The change in the title of the course reflects the change in the name of the program from Approved Professional Practice Program to Dietetic Internship.

The information and critical thinking that needs to be covered and practiced by the students has increased significantly in response to the approval requirements of the American Dietetic Association, which is the accreditation body for Dietetic Internships. The seminar will meet for two hours per week instead of two hours every other week for this purpose and to better monitor the internship activities of the students.

5. Effect outside Department: None

6. Date of Departmental approval: April 26, 2006

Lehman College
Department of Nursing
Curriculum Change

1. **Type of Change: Changes in hours**

2. **Change From: Nursing 732: Parent - Child Nursing I.** [150 hours per semester (45 for lecture, 105 clinical lab).6 credits.] This is the first course of a two semester sequence focusing on advanced practice in Health Care of Parents and Children. This course will emphasize concept analysis and critical evaluation of nursing theory in clinical applications. Assessment, diagnosis, and intervention will occur with a variety of clients. PRE or CO REQUISITES: Nursing 720, NUR 600, NUR 721

3. **Change To: Nursing 732: Parent - Child Nursing I** 15 hours (3 for lecture, 12 clinical lab), 6 credits. This is the first course of a two semester sequence focusing on advanced practice in Health Care of Parents and Children. This course will emphasize concept analysis and critical evaluation of nursing theory in clinical applications. Assessment, diagnosis, and intervention will occur with a variety of clients. PRE or CO REQUISITES: Nursing 720, NUR 600, NUR 721

4. **Rationale:** Masters Degree Nursing graduates are required to have a minimum of 500 hours of faculty supervised clinical practice. This is recommended in by The American Association of Colleges of Nursing in its document, Essentials of Masters Education. The college ratio of clinical hours /credit is 4hours clinical= 1 hour of credit. This is the ratio for clinical practice in clinical courses in both the graduate and the undergraduate nursing programs.

5. **Effect outside the department:** None

6. **Date of Nursing department approval:** 01/30/06

Lehman College
Department of Nursing
Curriculum Change

1. **Type of Change:** Changes in hours

2. **Change From:** Nursing 733: Parent - Child Nursing II. [*150 hours per semester (45 lecture and 7 clinical lab) 6 credits*] This is the second course of a two semester sequence that focuses on advanced practice in Health Care of Parents and Children. This emphasis of this course is on intervention with parents, children and community groups in meeting their health care needs.

PREREQUISITE: Nursing 732

3. **Change To:** Nursing 733: Parent - Child Nursing II. *15 hours (3lecture and 12 clinical lab) 6 credits.* This is the second course of a two semester sequence that focuses on advanced practice in Health Care of Parents and Children. The emphasis of this course is on intervention with parents, children and community groups in meeting their health care needs.

PREREQUISITE: Nursing 732

4. **Rationale:** Masters Degree Nursing graduates are required to have a minimum of 500 hours of faculty supervised clinical practice. This is recommended in by The American Association of Colleges of Nursing in its document, Essentials of Masters Education. The college ratio of clinical hours /credit is 4hours clinical= 1 hour of credit. This is the ratio for clinical practice in clinical courses in both the graduate and the undergraduate

5. **Effect outside the department:** None

6. **Date of Nursing department approval:** 01/30/06

Lehman College
Department of Nursing
Curriculum Change

1. **Type of Change:** Changes in hours

2. **Change From:** Nursing 738: Adult Health Nursing I 150 hours per semester (45 lecture, 7 clinical lab) 6 credits. This is the first course of a two semester sequence focusing on advanced practice in Adult Health Nursing. The course emphasizes analysis of selected concepts of adult health and critical evaluation of nursing theory in clinical applications.

Pre or Co requisites, Nur 720, Nur 600, Nur 721

3. **Change To:** Nursing 738: Adult Health Nursing I 15 hours (3 lecture and 12 clinical lab) 6 credits. This is the first course of a two semester sequence focusing on advanced practice in Adult Health Nursing. The course emphasizes analysis of selected concepts of adult health and critical evaluation of nursing theory in clinical applications.

Pre or Co requisites, Nur 720, Nur 600, Nur 721

4. **Rationale:** Masters Degree Nursing graduates are required to have a minimum of 500 hours of faculty supervised clinical practice. This is recommended in by The American Association of Colleges of Nursing in its document, Essentials of Masters Education. The college ratio of clinical hours /credit is 4hours clinical= 1 hour of credit. This is the ratio for clinical practice in clinical courses in both the graduate and the undergraduate nursing programs.

5. **Effect outside the department:** None

6. **Date of Nursing department approval:** 01/30/06

Lehman College
Department of Nursing
Curriculum Change

1. **Type of Change:** Changes in hours

2. **Change From:** Nursing 739: Adult Health Nursing II [*150 hours per semester (45 lecture, 7 clinical lab) 6 credits*] This is the second course of a two semester sequence that focuses on advanced practice in Adult Health Nursing. The emphasis of this course is on interventions with adults with actual and potential health problems.
PRE REQUISITE: Nursing 738.

3. **Change To:** Nursing 739: Adult Health Nursing II. *15 hours (3 lecture, 12 clinical lab) 6 credits.* This is the second course of a two semester sequence that focuses on advanced practice in Adult Health Nursing. The emphasis of this course is on interventions with adults with actual and potential health problems.
PRE REQUISITE: Nursing 738.

4. **Rationale:** Masters Degree Nursing graduates are required to have a minimum of 500 hours of faculty supervised clinical practice. This is recommended in by The American Association of Colleges of Nursing in its document, Essentials of Masters Education. The college ratio of clinical hours /credit is 4hours clinical= 1 hour of credit. This is the ratio for clinical practice in clinical courses in both the graduate and the undergraduate nursing programs.

5. **Effect outside the department:** None

6. **Date of Nursing department approval:** 01/30/06

Lehman College
Department of Nursing
Curriculum Change

1. **Type of Change: Changes in clinical hours, Course Number and course description**

2. **Change From: Nursing 749: Nursing Practice Synthesis and Application**

[150 hours per semester (30 lecture, 120 clinical lab), 6 credits.]

There are clinical and didactic aspects of this course that prepare the student for one of three roles: advanced nursing practice, nursing administrator, or nursing educator. The student elects to concentrate in one of three functional areas: Section 01-Advanced Nurse Practice Role, Section 02-Nurse Administrator Role, or Section 03-Nurse Educator Role. PREREQ: Both courses in clinical concentration, and required cognate course. Cognate for Section 01 is related to the area of advanced practice nursing with approval of adviser; Cognate for Section 02 is NUR 748, and cognate for Section 03 is NUR 756.

3. **Change To:**

Nursing 749.1: Nursing Practice Synthesis and Application Section 01) Advanced Nurse Practice Role. 15 hours (3 Lecture, 12 clinical lab) 6 credits There are clinical and didactic aspects of this course that prepare the student for advanced nursing practice. Pre/corequisite courses NUR 766 or 767 for Section 01 is related to the area of advanced practice nursing.

Nursing 749.2: Nursing Practice Synthesis and Application Section 02: Nurse Administrator Role 15 hours (3 lecture, 12 clinical lab) 6 credits. There are clinical and didactic aspects of this course that prepare the student for a nurse administrator role. Corequisite: Nursing 748

Nursing 749.3 Nursing Practice Synthesis and Application, Section 03 Nurse Educator Role: 15 hours (Lecture 3, clinical lab 12) 6 credits There are clinical and didactic aspects of this course that prepare the student for the Nurse Educator Role) Pre/corequisite: Nursing 756

4. **Rationale:** Masters Degree Nursing graduates are required to have a minimum of 500 hours of faculty supervised clinical practice. This is recommended in by The American Association of Colleges of Nursing in its document, Essentials of Masters Education. The college ratio of clinical hours /credit is 4hours clinical= 1 hour of credit. This is the ratio for clinical practice in clinical courses in both the graduate and the undergraduate nursing programs. Description of pre/corequisites are clarified.

5. **Effect outside the department:** None

6. **Date of Nursing department approval:** 1/30/06

Lehman College
Department of Nursing
Curriculum Change

1. **Type of Change:** Changes in hours

2. **Change From:** Nursing 751: Nursing of Older Adults I. [*150 hours per semester (45 lecture and 7 clinical lab) 6 Credits*] This is a first course of a two semester course sequence focusing on advance practice in Nursing of Older Adults. Emphasis is on the interaction between clients and caregivers in their social environment.

PRE OR CO REQUISITE: Nursing 720, NUR 600, NUR 721

3. **Change To:** Nursing 751: Nursing of Older Adults I. **15 hours (3 lecture and 12 clinical lab) 6 Credits.** This is a first course of a two semester course sequence focusing on advance practice in Nursing of Older Adults. Emphasis is on the interaction between clients and caregivers in their social environment.

PRE OR CO REQUISITE: Nursing 720, NUR 600, NUR 721

4. **Rationale:** Masters Degree Nursing graduates are required to have a minimum of 500 hours of faculty supervised clinical practice. This is recommended in by The American Association of Colleges of Nursing in its document, Essentials of Masters Education. The college ratio of clinical hours /credit is 4hours clinical= 1 hour of credit. This is the ratio for clinical practice in clinical courses in both the graduate and the undergraduate nursing programs.

5. **Effect outside the department:** None

6. **Date of Nursing department approval:** 01/30/06

Lehman College
Department of Nursing
Curriculum Change

1. **Type of Change: Changes in hours.**
2. **Change From: Nursing 752: Nursing of Older Adults II. [150 hours per semester (3 lecture 12 clinical lab) 6 credits]** This is the second course of a two semester sequence focusing on advanced practice in Nursing of Older Adults. Nursing process is used to assess health changes and to design, implement, and evaluate interventions. Emphasis is on the management of elderly clients experiencing acute and chronic health conditions.
PREREQUISITE: Nursing 751
3. **Change To: Nursing 752: Nursing of Older Adults II 15 hours (3 lecture 12 clinical lab) 6 credits.** This is the second course of a two semester sequence focusing on advanced practice in Nursing of Older Adults. Nursing process is used to assess health changes and to design, implement, and evaluate interventions. Emphasis is on the management of elderly clients experiencing acute and chronic health conditions
PREREQUISITE: Nursing 751
4. **Rationale:** Masters Degree Nursing graduates are required to have a minimum of 500 hours of faculty supervised clinical practice. This is recommended in by The American Association of Colleges of Nursing in its document, Essentials of Masters Education. The college ratio of clinical hours /credit is 4hours clinical= 1 hour of credit. This is the ratio for clinical practice in clinical courses in both the graduate and the undergraduate nursing programs.
5. **Effect outside the department: None**
6. **Date of Nursing department approval: 01/30/06**

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **Course Description:** EDE 713 Literacy in Childhood Settings, Grades 1 to 6. 3 hours, 3 credits.

Exploration of ways in which children develop language and literacy in family, neighborhood, and school settings. Approaches to literacy, assessment and instruction including use of media and technology, within an integrated curriculum that meet state and national standards. Work with children in childhood settings with diverse populations, action research, development of an academic portfolio. PREREQ.: EDE 722. CO-REQ: EDE 714. *No student can receive credit for both EDE 713 and EDC 713.*

3. **Rationale:** This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE

4. **Academic Objectives and Justification for the Course:** Students who successfully complete the course will:

- ◆ demonstrate ability to observe, describe, document, and assess children's development in literacy;
- ◆ demonstrate knowledge of how children develop and learn to as a basis for providing opportunities that support the acquisition of language and literacy in family and school settings from grades 1 to 6;
- ◆ demonstrate knowledge of how children differ in their development and approaches to learning as a basis for creating, adapting, and modifying environments, materials, and experiences to meet the language and literacy needs of all children, including children with disabilities, and culturally and linguistically different children;
- ◆ demonstrate knowledge of philosophies and theories of oral language, reading, and writing instruction to support the literacy development of all children;
- ◆ integrate instruction of oral language, reading, and writing across the curriculum;
- ◆ plan and implement developmentally appropriate literacy curriculum and instructional practices based on the observation, description, documentation, and interpretation of the development of individual children, on the community, and on curriculum goals of the New York State Language Arts and core curriculum as well as on ACEI standards;
- ◆ evaluate and demonstrate appropriate use of media and technology with children in order to foster language and literacy;
- ◆ demonstrate knowledge of a range of literature for children and knowledge of how to share it with them as well as how to guide them in responding to literature in a variety of ways;

- ◆ demonstrate ability to develop positive relationships with children;
- ◆ guide individual and groups of children to develop positive social interaction among children and to promote problem solving and conflict resolution strategies, to develop personal self-control, self-motivation, and self-esteem;
- ◆ evaluate and demonstrate appropriate use of media and technology in order to further learning and research related to literacy in childhood;
- ◆ demonstrate ability to plan and conduct action research related to literacy in childhood;
- maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning and teaching of literacy in childhood

5. Syllabus/Sample Text:

1. Literacy Learning and Language Arts
2. Balanced Literacy
3. Balanced Literacy Programs
4. Activating and Developing Prior Knowledge in Literacy
5. Beginning Literacy and Developing Vocabulary
6. Responding and Constructing Meaning I
7. Responding and Constructing Meaning II
8. Teaching Strategies for Constructing Meaning
9. Writing and the Construction of Meaning
10. Reading and Writing Poetry
11. Constructing Meaning Across the Curriculum I
12. Constructing Meaning Across the Curriculum II
13. Assessment and Evaluation of Literacy to meet Standards I
14. Assessment and Evaluation of Literacy to meet Standards II

Au, K. H. (1993). Literacy instruction in multicultural settings. NY: Harcourt Brace College Publishers.

Bromley, K. D'A. (1991). Webbing with literature/Creating story maps with children's books. Boston: Allyn & Bacon.

Burns, S., P. Griffin, and C. Snow (Eds.). (1999). Starting out right. A guide to promoting children's reading success. Washington, DC: National Academy Press

Goodwin, Y. (1985). "Kidwatching", Observing the language learner. Jagger, A. M. & Burke-Smith, T. (Eds.). Urbana, IL: National Council of Teachers of English.

Hiebert, E. H., and T. E. Raphael (1998). Early literacy instruction. NY: Harcourt Brace College Publishers.

Hindley, J. (1997). "The writer's notebook", In the company of children. York, ME: Stenhouse.

Routman, R. (1994). Invitations. Portsmouth, NH: Heinemann.

Strickland, D. S. (1998). Teaching phonics today. A primer for educators. Newark, DE: International Reading Association.

6. **Effect on Curriculum Offering Outside of the Departments:** None

7. **Faculty:** Full-time faculty are available to teach this course.

8. **Estimated Enrollment and Frequency:** 40 students per year.

9. **Date of Departmental Approval:** September 8, 2004

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description: **EDE 714 Learning and Teaching Social Studies in Childhood Settings, Grades 1 to 6. 3 hours, 3 credits.** Exploration of the diverse ways in which children develop an understanding of basic human needs and interdependence in family, neighborhood, and school settings. Study of approaches to social studies, and assessment and instructional strategies, through media and technology, within an integrated curriculum to meet State and national standards. Includes work with children in childhood settings with diverse populations, integrative seminar, action research, development of an academic portfolio. **PREREQ.:** EDE 721, EDE 722. **COREQ:** EDE 713. *No student can receive credit for both EDE 714 and EDC 714.*

3. Rationale: This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE.

4. Academic Objectives and Justification for the Course: Students who successfully complete the course will:

- ◆ demonstrate ability to observe, describe, document, and assess children's development in the social studies;
- ◆ demonstrate knowledge of how children develop and learn as a basis for providing opportunities that support the acquisition of social knowledge in family and school settings from grades 1 to 6;
- ◆ demonstrate knowledge of how children differ in their development and approaches to learning as a basis for creating, adapting, and modifying environments, materials, and experiences to meet the social knowledge needs of all children, including children with disabilities, and culturally and linguistically different children;
- ◆ demonstrate knowledge of philosophies and theories of social studies instruction to support the social knowledge development of all children;
- ◆ integrate instruction of the social studies across the curriculum;
- ◆ plan and implement developmentally appropriate social studies curriculum and instructional practices based on the observation, description, documentation, and interpretation of the development of individual children, on the community, and on curriculum goals of the New York State Social Studies Standards and core curriculum as well as on ACEI standards;
- ◆ evaluate and demonstrate appropriate use of media and technology with children in order to enhance social studies development;

- ◆ demonstrate ability to develop positive relationships with children;
- ◆ guide individual and groups of children to develop positive social interaction among children and to promote problem solving and conflict resolution strategies, to develop personal self-control, self-motivation, and self-esteem;
- ◆ evaluate and demonstrate appropriate use of media and technology in order to further learning and research related the social studies in childhood;
- ◆ demonstrate ability to plan and conduct action research related to the social studies in childhood;
- ◆ maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning and teaching the social studies in childhood

5. Syllabus/Sample Text:

1. Building a Community.
2. Social Studies Curriculum
3. Teaching for Social Action
4. Literature, the Arts, and the Social Studies
5. A Community of Learners
6. Planning for Project-based Social Studies
7. Geography Lesson Planning I
8. Geography Lesson Planning II
9. Evaluating Communities of Learners and Teachers
10. Art and Social Studies
11. Appreciating Diversity
12. Cultural Differences in Curriculum
13. Evaluating Projects in Social Studies to meet Standards
14. Social Studies as Integrated Curriculum to meet Standards

Banks, J. (1990). Teaching strategies for the social studies. White Plains, NY: Longman.

Bennett, C. (1999). Multicultural education: Theory and practice. Boston: Allyn & Bacon.

Bickart, T. S., Jablon, J. R. & Dodge, D. T (2000). Building the primary classroom. Washington, DC.: Teaching Strategies Inc.

Chapin, J. R. & Messick, R. G. (1989). Elementary social studies/A practical guide. NY: Longman.

Hall, N. & Rhomberg, V. (1999). The affective curriculum: Teaching the anti-bias approach to young children. St. Paul, MN: Redleaf Press.

Mitchell, L. (1991). Young geographers. New York: Bank Street School of Education..

Swiniarski, L. A., Breitborde, M., Murphy, J.A. (1999). Educating the global village: Including the young child in the world. NY: Prentice-Hall, Inc.

Tunnell, M. O., & Ammon, R. (Ed.) (1992). The story of ourselves: teaching history through children's literature. Portsmouth, NH: Heinemann.

Zarnowski, M. & Gallagher, A. (1993). Children's literature and social studies: Selecting and using books in the classroom. Dubuque, IA: Kendall/Hunt Publishing.

6. **Effect on Curriculum Offering Outside of the Departments:** None

7. **Faculty:** No additional faculty are needed. This course will substitute for one being dropped.

8. **Estimated Enrollment and Frequency:** 40 students in 2 sections offered per year.

9. **Date of Departmental Approval:** September 8, 2004

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **Course Description:** **EDE 715: Learning and Teaching Mathematics in Childhood Settings—Grades 1 to 6. 3 hrs., 3 crs.** Exploration of the diverse ways in which children develop an understanding of mathematical concepts in family, neighborhood, and school settings. Study of approaches to assessment and documentation of children's development in mathematics to insure continuous development of problem-solving processes and expression of ideas in mathematics. State and national standards are met using appropriate tools from media and technology, concrete materials, drawings and diagrams, analogy and modeling. The course requires visits to childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ.: EDE 721, EDE 722; COREQ.: EDE 716.

3. **Rationale:** This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE.

3. **Rationale:** This is one of two co-requisite courses replacing a single 6-credit course to provide for greater flexibility in scheduling.

4. **Academic Objectives and Justification for the Course:** Students who successfully complete the course will:

- ◆ demonstrate ability to assess and document children's development in mathematics;
- ◆ demonstrate understanding of the key concepts and procedures of mathematics and mathematics education in childhood that support the New York State Learning Standards and core curriculum as well as ACEI standards in mathematics;
- ◆ demonstrate examples of activities in mathematics which engage children in center, small group, and large group activities;
- ◆ demonstrate ability to analyze technical, communication, and visual literacy skills embedded in mathematical tasks;
- ◆ demonstrate understanding of interdisciplinary approaches as well as problem-solving strategies inherent in mathematics education;
- ◆ demonstrate ability to identify classroom learning/teaching problems and pose possible solutions for diverse populations;

- ◆ plan, organize, teach, and evaluate an instructional sequence in mathematics in a childhood program;
- ◆ demonstrate ability to use media and technology to further learning and research related to mathematics in childhood;
- ◆ demonstrate ability to conduct action research related to mathematics in childhood;
- ◆ maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning and teaching of mathematics in childhood;

5. Syllabus/Sample Text:

1. Number Sense, Three Part Lesson
2. Exploring solids
3. Classification; from solids to planes
4. Measurement
5. Operation sense
6. Place Value and Operation Sense
7. Representation
8. Fieldwork assignment
9. Algebraic reasoning
10. Probability
11. Data analysis
12. Mathematics discourse
13. Self as math teacher; balanced curriculum
14. Academy presentation poster session

Van de Walle, J.A. (2004). Elementary and middle school mathematics: Teaching developmentally. (5th Ed.) NY: Addison Wesley, including the Field Guide.

NYC Mathematics Standards and/or NYS Core Curriculum

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

7. Faculty: No additional faculty are needed. This course will substitute for one being dropped.

8. Estimated Enrollment and Frequency: 40 students in two sections offered per year.

9. Date of Department Approval: September 8, 2004

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of change:** New course

2. **Course Description:** **EDE 716: Learning and Teaching Art in Childhood Settings—Grades 1 to 6. 3 hrs., 3crs.** Exploration of the diverse ways in which children develop the appreciation of art in family, neighborhood, and school settings. Study of approaches to assessment and documentation of children's artistic development to include focus on problem-solving processes and expression of ideas in art. Appropriate tools from media and technology, concrete materials, drawings and diagrams, analogy and modeling will be utilized to meet State and national standards. The course requires visits to childhood settings with diverse populations, action research, and the development of an academic portfolio. **PREREQ.:** EDE 721, EDE 722; **COREQ.:** EDE 715.

3. **Rationale:** This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE.

4. **Academic Objectives and Justification for the Course:** Students who successfully complete the course will:

- ◆ demonstrate ability to assess and document children's development in art;
- ◆ demonstrate understanding of the key concepts and procedures of art and art education in childhood that support the New York State Learning Standards and core curriculum as well as ACEI standards in art;
- ◆ demonstrate examples of activities in art which engage children in learning center, small group, and large group activities;
- ◆ demonstrate ability to analyze technical, communication, and visual literacy skills embedded in art production tasks;
- ◆ demonstrate understanding of interdisciplinary approaches as well as problem-solving strategies inherent in art education;
- ◆ demonstrate ability to identify classroom learning/teaching problems and pose possible solutions for diverse populations;
- ◆ plan, organize, teach, and evaluate an instructional sequence in art in a childhood program;
- ◆ demonstrate ability to use media and technology to further learning and research related to art in childhood;

- ◆ demonstrate ability to conduct action research related to art in childhood;
- ◆ maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning and teaching of art in childhood;

5. Syllabus/Sample Text:

1. Understanding drawing: From Doodles to Drawing, Robert King Art autobiography
2. Observational drawing: The integral relationship; Vocabularies among observation, drawing, and writing
3. Expanding drawing vocabulary: Wilson drawing exercises, art as a stimulus for writing, reading response
4. Dimensionality: picture-taking, visual clue drawings, texture exercises, preparation for baseline drawing analysis, reading response
5. Dimensionality: extending visual clues, shapes of pictures, fieldwork/baseline drawing, reading response
6. Sensory exploration through paint: translation of value into color, scale, using a visual source for painting, reading response
7. Thematic representation in painting, reading response
8. Thematic representation in sculpture, reading response
9. Thematic representation in collage, reading response
10. Thematic representation in printmaking, writing on responding to art
11. Analysis of historical, cultural representation, museum report
12. Self as art teacher, personal philosophy of art education
13. Peer group sharing of museum reports, personal philosophies of art education, course evaluation
- 14 Portfolio presentation and analysis

Cornett, C.E. (1999). The arts as meaning makers: Integrating literature and the arts throughout the curriculum. Upper Saddle River: NJ: Prentice-Hall, Inc.

Efland, E. et al. (1996). Postmodern art education: An approach to curriculum. Reston, VA: National Art Education Association

Smith, R.A., (Ed). (1989). Discipline-based art education: Origins, meaning and development. Chicago, IL: University of Illinois Press.

6. **Effect on Curriculum Offering Outside of the Department:** None
7. **Faculty:** No additional faculty are needed. This course will substitute for one being dropped.
8. **Estimated Enrollment and Frequency:** 40 students in two sections offered per year.
9. **Date of Department Approval:** September 8, 2004

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **Course Description:** **EDE 717: Learning and Teaching Science in Childhood Settings. Grades 1 to 6. 3 hrs., 3 crs.** Exploration of ways in which children develop an understanding of science in family, neighborhood and school settings. Approaches to science, documentation and assessment of instruction including the use of media and technology within an integrated curriculum to meet state and national standards. Visits to childhood settings with diverse populations, action research, and the development of an academic portfolio. PREREQ: EDE 722, one undergraduate or graduate laboratory science course; CO-REQ.: EDE 718.

3. **Rationale:** This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE.

4. **Academic Objectives and Justification for the Course:** Students who successfully complete the course will:

- ◆ demonstrate ability to assess and document children's development in the sciences;
- ◆ demonstrate understanding of the key concepts and procedures of the sciences and a broad understanding of the sciences and science education in childhood which support the New York State Learning Standards and core curriculum as well as ACEI standards in the sciences;
- ◆ demonstrate understanding of interdisciplinary approaches as well as problem-solving strategies inherent in the sciences with diverse populations of children;
- ◆ demonstrate ability to engage children in the processes of scientific inquiry;
- ◆ demonstrate ability to engage children in center, small group, and large group activities in the sciences;
- ◆ demonstrate ability to apply children's science content knowledge in developing tasks and activities based on assessing children's knowledge and skills;
- ◆ demonstrate ability to identify classroom learning/teaching problems and pose possible solutions for diverse populations;
- ◆ demonstrate ability to use media and technology to further learning and research in the sciences in childhood;
- ◆ demonstrate ability to conduct action research related to the sciences and music in childhood;

- ◆ maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning and teaching of the sciences in childhood.

5. Syllabus/Sample Text:

- (1) An Introduction to Science Inquiry -- Investigating a Pendulum;
Cooperative Learning, Science Assessment Tools
- (2) Performance Standards – “How good is good enough?”
- (3) The Thematic Interdisciplinary Unit Template;
Science themes; Science Inquiry -- Ball and Ramp Systems
- (4) Investigating Rocket Balloons and Newton’s 3 Laws of Motion
- (5) A Private Universe; Investigating Light and Shadows
- (6) Investigating Sound (I)
- (7) Investigating Sound (II)
- (8) Investigating Sound (III)
- (9) Investigating Sound (IV)
- (10) Investigating Sound (V)
- (11) Investigating Sound (VI)
- (12) Field Experience at an Informal Science Institution
(e.g., New York Botanical Garden, Wildlife Conservation Society/
Bronx Zoo, Van Cortlandt Park – Urban Forest Ecology Center)
- (13) Long-term Investigation Presentations
- (14) Investigating Light, Lenses, Mirrors and Microscopes
- (15) Thematic Unit Plans and Long-term Investigations

Text: Primary Science... Taking the Plunge 2nd Ed. edited by Wynne Harlen, Heinemann Educational Publishers, 2001

6. Effect Outside of the Department: None

7. Faculty: No additional faculty are needed. This course will substitute for one being dropped.

8. Estimated Enrollment and Frequency: 40 students in 2 sections per each year

9. Date of Department Approval: September 8, 2004

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **Course Description:** **EDE 718: Learning and Teaching Music in Childhood Settings— Grades 1 to 6. 3 hrs., 3 crs.** Exploration of the diverse ways in which children come to appreciate and create music in family, neighborhood, and school settings. Study of approaches to music assessment and instructional strategies through media and technology as appropriate within an integrated curriculum to meet State and national standards. The course requires visits to childhood settings with diverse populations, action research, and the development of an academic portfolio. **PREREQ.:** EDE 721, EDE 722. **COREQ.:** EDE 717.

3. **Rationale:** This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE.

4. **Academic Objectives and Justification for the Course:** Students who successfully complete the course will:

- ◆ demonstrate ability to assess and document children's development in music;
- ◆ demonstrate understanding of the key concepts and procedures in music and music education in childhood which support the New York State Learning Standards and core curriculum as well as ACEI standards in music;
- ◆ demonstrate understanding of interdisciplinary approaches as well as problem-solving strategies inherent in music with diverse populations of children;
- ◆ demonstrate ability to engage children in the processes of the creation and enjoyment of music;
- ◆ demonstrate ability to engage children in center, small group, and large group activities in music;
- ◆ demonstrate ability to apply children's music content knowledge in developing tasks and activities based on assessing children's knowledge and skills;
- ◆ demonstrate ability to identify classroom learning/teaching problems and pose possible solutions for diverse populations;
- ◆ demonstrate ability to use media and technology to further learning and research in music in childhood;
- ◆ demonstrate ability to conduct action research related to music in childhood;

- ◆ maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning and teaching of music in childhood.

5. Syllabus/Sample Text:

- 1 Overview: Music vs. Noise, Mozart Effect; Fieldwork Assignments
- 2 Lesson Plans for Kindergarten; Different Intelligences, Fingerplays, Nursery Rhymes
- 3 Notation and Linguistics, Holiday music; Fieldwork Plan
- 4 Rhythmic Notation; Grade One and Special Learners: Musical Story Telling
- 5 Grade Two: Orff, Kodaly, Musicals, Naturalism
- 6 Assembly Programs, Mini-group assignments, the Recorder
- 7 Meetings; Families of the Orchestra
- 8 Grade 3: Music History; Keyboard I
- 9 Music Therapy, Vocalizing, Keyboard II
- 10 Grade Four: American History, Standards, Letter Writing
- 11 Collaboration and Presentations
- 12 Grade Five: Jazz
- 13 Conclusion; meeting State standards
- 14 Portfolio review

Armstrong, T. (1994). Multiple intelligences in the classroom. Alexandria, VA: Association of Supervision and Curriculum Development.

Campbell, D. G. (1997). The Mozart Effect. NY: Avon Press.

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

7. Faculty: No additional faculty are needed. This course will substitute for one being dropped.

8. Estimated Enrollment and Frequency: 40 students in two sections offered per year.

9. Date of Department Approval: September 8, 2004

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description: EDE 738: Learning and Teaching Literacy in Bilingual/Bicultural Childhood Settings—Grades 1 to 6. 3 hrs., 3 crs. Exploration of the diverse ways that bilingual, bicultural children develop language and literacy in family, neighborhood, and school settings. Study of approaches to literacy, and assessment and instructional strategies in both the native and second languages, through media and technology as appropriate within an integrated curriculum to meet State and national standards. The course requires visits to childhood bilingual settings, action research, and the development of an academic portfolio. PREREQ.: EDE 721, EDE 722. COREQ.: EDE 739.

3. Rationale: This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE.

4. Academic Objectives and Justification for the Course: Students who successfully complete the course will:

- ◆ demonstrate ability to assess and document bilingual/bicultural children's literacy development in the native and second languages;
- ◆ demonstrate knowledge of how bilingual/bicultural children develop and learn to provide opportunities that support the acquisition of language and literacy in the native and second languages in school settings from grades 1 to 6;
- ◆ demonstrate knowledge of how bilingual/bicultural children differ in their development and approaches to learning as a basis for creating, adapting and modifying environments, materials, and experiences to meet the language and literacy needs of all bilingual/bicultural children, including children with disabilities;
- ◆ demonstrate knowledge of philosophies and theories of oral language, reading, and writing instruction applicable to children generally, and those unique to bilingual/bicultural children to support literacy development;
- ◆ integrate the instruction of oral language, reading, writing, in the native and second language, across the curriculum;
- ◆ plan and implement developmentally appropriate bilingual literacy curriculum and instructional practices based on the observation, description, documentation, and interpretation of the

development of individual children on the community, and on curriculum goals of the New York State Language Arts Standards and core curriculum for bilingual instruction as applicable as well as on NAEYC and NABE standards;

- ◆ demonstrate knowledge of a range of literature for bilingual children and knowledge of how to share it with them as well as how to guide them in responding to literature in a variety of ways;
- ◆ demonstrate ability to develop positive relationships with bilingual/bicultural children;
- ◆ guide individual and groups of children to develop positive social interaction among children and to promote problem solving and conflict resolution strategies, to develop personal self-control, self-motivation, and self-esteem;
- ◆ demonstrate ability to use technology to further learning and research related to literacy with bilingual/bicultural children;
- ◆ demonstrate ability to conduct action research related to literacy with bilingual/bicultural children;
- ◆ maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning/teaching of literacy with bilingual/bicultural children.

5. Syllabus/Sample Text:

1. Personal Literacy; Development Interview
2. Approaches to Literacy Development
3. The Socio-cultural Context of Literacy
4. Family Literacy Practices; Parental Involvement
5. The Beginnings of Reading Instruction
6. Instruction and Assessment Practices for Reading in the Native Language in Bilingual Classes I
7. Instruction and Assessment Practices for Reading in the Native Language in Bilingual Classes II
8. Instruction and Assessment Practices for Reading in English in Bilingual Classes I
9. Instruction and Assessment Practices for Reading in English in Bilingual Classes II
10. Instruction and Assessment Practices for Writing in Bilingual Classes I
11. Instruction and Assessment Practices for Writing in Bilingual Classes II
12. Differentiating Bi-Literacy Development from Learning Disabilities
13. Bi-Literacy Across the Curriculum; Developing a Classroom Reading Program
14. Reflections on Literacy. Are Readings Programs Research-based?

Au, K. H. (1993). Literacy Instruction in Multilingual Settings. New York: Harcourt Brace College Publishers.

Edelsky, C. (1986). Writing in a bilingual program: Había una vez. (pp. 53-95). Norwood, NJ: Ablex Publishing.

Freeman, Y. S. & Freeman, D. E. (1997). Teaching reading and writing in Spanish in the bilingual classroom. Portsmouth, NH: Heinemann.

Hudelson, S. (1994) Literacy development of second language children. In F. Genesee (Ed.), Educating second language children: The whole child, the whole curriculum, the whole community. (pp. 129-158). Cambridge: Cambridge University Press.

Nelson, K. (1998). Language in cognitive development. NY: Cambridge.

Zentella, A. C. (1998). Growing up bilingual. Oxford, England: Blackwell.

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

7. Faculty: No additional faculty are needed. This course will substitute for one being dropped.

8. Estimated Enrollment and Frequency: 40 students in two sections offered per year.

9. Date of Department Approval: September 8, 2004

LEHMAN COLLEGE
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DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **Course Description:** EDE 739: Learning and Teaching Social Studies in Bilingual/Bicultural Childhood Settings—Grades 1 to 6. 3 hrs., 3 crs. Exploration of the diverse ways that bilingual/bicultural children develop an understanding of basic human needs and interdependence in family, neighborhood, and school settings. Study of approaches to social studies, and assessment and instructional strategies in both the native and second languages, through media and technology as appropriate within an integrated curriculum to meet State and national standards. The course requires visits to childhood bilingual settings, action research, and the development of an academic portfolio. PREREQ.: EDE 721, EDE, 722; COREQ. EDE 738.

3. **Rationale:** This is one of two co-requisite courses replacing a single 6-credit course to provide opportunity for greater flexibility in scheduling. The prerequisites provide foundational knowledge in how children learn and in curriculum development. The co-requisite is to ensure the interdisciplinary focus of the curriculum, as approved by NCATE.

4. **Academic Objectives and Justification for the Course:** Students who successfully complete the course will:
 - ◆ demonstrate ability to assess and document bilingual/bicultural children's social studies development in the native and second languages;
 - ◆ demonstrate knowledge of how bilingual/bicultural children develop and learn to provide opportunities that support the acquisition of social knowledge in the native and second languages in school settings from grades 1 to 6;
 - ◆ demonstrate knowledge of how bilingual/bicultural children differ in their development and approaches to learning as a basis for creating, adapting and modifying environments, materials, and experiences to meet the social knowledge needs of all bilingual/bicultural children, including children with disabilities;
 - ◆ demonstrate knowledge of philosophies and theories of the social studies instruction to support the social knowledge development of all children;
 - ◆ integrate the instruction of oral language, reading, writing, in the native and second language, across the curriculum with emphasis on the social studies;

- ◆ plan and implement developmentally appropriate bilingual social studies curriculum and instructional practices based on the observation, description, documentation, and interpretation of the development of individual children on the community, and on curriculum goals of the New York State Social Studies Standards and core curriculum for bilingual instruction as applicable as well as on NAEYC and NABE standards;
- ◆ demonstrate ability to develop positive relationships with bilingual/bicultural children;
- ◆ guide individual and groups of children to develop positive social interaction among children and to promote problem solving and conflict resolution strategies, to develop personal self-control, self-motivation, and self-esteem;
- ◆ demonstrate ability to use technology to further learning and research related to the social studies with bilingual/bicultural children;
- ◆ demonstrate ability to conduct action research related to the social studies with bilingual/bicultural children;
- ◆ maintain journal/portfolio examining the on-going development of personal attitudes, skills, and knowledge in the learning/teaching of the social studies with bilingual/bicultural children.

5.Syllabus/Sample Text:

1. What are the Social Studies?
2. Geographic Understanding in Young Children I
3. Introduction to Integrated Units
4. Working with Primary Source Documents
5. Geographic Understanding in Young Children II
6. Children as Social Scientists
7. Addressing Controversial Issues: The Columbus Debate
8. Enriching Social Studies Learning through Aesthetic Experience
9. Introduction to Historical Understanding in Young Children
10. Introduction to Historical Fiction
11. What Values are Important? A Critical Look at Citizenship Education
12. Teaching Tolerance
13. Dealing with Conflict in the Classroom, the School, the Outside World
14. Celebration of Integrated Units

Banks, J. (1990). Teaching strategies for the social studies. White Plains, NY: Longman.

Bickart, T. S., Jablon, J. R., & Dodge, D. T. (2000). Building the primary classroom. Washington, DC: Teaching Strategies Inc.

Kucer, S., Silva, C., Delgado-Larocco, E. (1995). Curricular conversations: Themes in multilingual and monolingual classrooms. York, ME: Stenhouse Publishers.

Mitchell, L. (1991). Young geographers. NY: Bank Street School of Education.

Ovando, C. & Collier, V. (1998). Bilingual and ESL classrooms: Teaching in multicultural contexts. Boston, MA: McGraw-Hill.

Tunnell, M. O. & Ammon, R. (Eds.). (1992). The story of ourselves: Teaching history through children's literature. Portsmouth, NH: Heinemann.

6. **Effect on Curriculum Offerings Outside of the Department:** None

7. **Faculty:** No additional faculty are needed. This course will substitute for one being dropped.

8. **Estimated Enrollment and Frequency:** Forty students in two sections offered per year.

9. **Date of Department Approval:** September 8, 2004

MOTION FOR THE LEHMAN COLLEGE SENATE MEETING OF SEPTEMBER 13

Whereas two entities, the Lehman College Bookstore and the Lehman College Cafeteria, provide services for the benefit of the college community, and a portion of the profits from these services are designated to be received by the Lehman College Auxiliary Enterprises Association for the support of student services, and

Whereas, scrutiny of the income and expenditure of these entities and the Auxiliary Enterprises Association by the college's governance body is appropriate,

Resolved, the Lehman College Senate asks that reasonably detailed balance sheets and budgets of these entities as well as a description of their pricing policies and the budget of The Auxiliary Enterprise Association be made available to the members of the Lehman College Senate and the Senate's Budget Committee for their review.

Submitted by

John Mineka,
Department of Mathematics/ Computer Science