

LEHMAN COLLEGE

The City University of New York

Lehman College Senate Meeting

Wednesday, February 6, 2008 at 2:00 P.M.

Carman Hall B-04

AGENDA

1. Approval of the minutes of the Senate Meeting of December 12, 2007
2. Announcements and Communications:
 - a. President Ricardo R. Fernández
 - b. Representative of the Student Conference
3. Reports of Standing Committees:
 - a. Governance: Prof. Duane Tananbaum
 - b. Admissions, Evaluations and Academic Standards: Prof. Kevin Sailor
 - c. Undergraduate Curriculum: Prof. Barbara Jacobson
 - d. Graduate Studies: Prof. Timothy Alborn
 - e. Academic Freedom: Prof. Rosalind Carey
 - f. Library, Technology, and Telecommunication: Mr. James Carney
 - g. Campus Life and Facilities: Prof. Elhum Haghightat
 - h. Budget and Long Range Planning: Prof. Eric Delson
 - i. University Faculty Senate: Prof. Manfred Philipp
4. Old Business: None
5. New Business: None

Minutes of
The Lehman College Senate Meeting
Wednesday, December 12, 2007

Senators Present: Afrani, D.; Albelda, V.; Alborn, T.; Bailey, M.; Barnes, C.; Boone, R.; Brown, K.; Bullaro, G.; Calvet, L.; Carey, R.; Carry, E.; Chowdhury, N.; Decker, C.; DiPaolo, M.; Dixon, S.; Domínguez, A.; Efthymious, J.; Em, C.; Enweronye-Okiro, P.; Ezech, S.; Fiol-Matta, L.; Fletcher, D.; Folsom, C.; Gottlieb, M.; Haghighat, E.; Happaney, K.; Harushimana, I.; Holloway, J.; Hurley, D.; Jacobson, B.; Jafari, M.; Jervis, J.; Joseph, R.; Kleiman, S.; Kulagina, K.; Kunstler, R.; Levitt, J.; Lowenstein, D.; Magdaleno, J.; Marianetti, M.; Matthews, E.; Mazza, C.; Merzel, C.; Mineka, J.; Munch, J.; O'Hanlon, T.; Perry-Ryder, G.; Philipp, M.; Polirstok, S.; Prohaska, V.; Reid, A.; Rice, A.; Sailor, K.; Tananbaum, D.; Silverman, H.; Tilley, J.; Tramontano, W.; Trimboli, S.; Troy, R.; Tsiamtsiouris, J.; Verdejo, V.; Watson-Turner, S.; Wheeler, D.; Whittaker, R.; Wilder, E.; Xia, Z.; Zucchetto, V.; Zuss, M.;

Senators Absent: Amaechi, C.; Banoum, B.; Biggs, J.; Bodden, L.; Bonastia, C.; Clark, D.; Collado, M.; Daci, H.; DeRoo, Z.; Esteves, C.; Feinerman, R.; Fernández, R.; Fleitas, J.; Ganjian, I.; Garanin, D.; Gbenga, A.; Georges, C.; Gonzalez, M.; Graulau, J.; Hsueh, T.; Jeremias, J.; Johnson, A.; Jones, L.; Khalili, J.; Lacson, J.; Lopez, M.; Lopez, R.; Morales-Diaz, A.; Myrie, D.; Negron, V.; Niedt, P.; Nnaji, C.; Palaj, M.; Pant, H.; Papazian, M.; Phillip, B.; Pierre, K.; Qian, G.; Ramos, R.; Rose, J.; Salamandra, C.; Salvatore, R.; Silverman, H.; Swinton, S.; Tabachnikov, A.; Tabing, M.G.; Taveras, F.; Tegeder, D.; Totti, X.; Voge, S.; Wheeler, D.; Williams, L.; Zwiren, M.

In the absence of President Fernández and Chair Pro Temp Prof. C. Alicia Georges, Mr. Alfred Domínguez, Student Conference Chair, called the meeting to order and presided.

Minutes Adopted

A motion was made and seconded to adopt the minutes of the Senate meeting of November 7, 2007. The minutes were unanimously approved with the correction that Prof. Jim Tsiamtsiouris was present.

Announcements and Communication

a. President Ricardo R. Fernández-

There was no report, in the President's absence.

43 **b. Student Conference-**

44 1. Mr. Alfred Domínguez reported that Prof. Robert Whittaker, as a representative of the
45 Undergraduate Curriculum Committee, spoke to the Conference about the First Year
46 Initiative course. He requested feedback whether this course should be required for
47 graduation, have it become an LEH class or make it only a class for freshmen, and if
48 adding any other course material would benefit the class.

49 2. Mr. Domínguez noted the Student Conference's accomplishments during Fall 2007
50 including: participation in Volunteer Day/Conference Day, as well as Leadership Retreat;
51 representation on the President's Advisory Committee; and the petition on the "tiering"
52 issue.

53 3. The Student Conference was represented in a subcommittee that assessed the
54 admission standards of Lehman College. Lehman's admission requirements need to be
55 improved in comparison with other colleges.

56 4. Plans for 2008 are: Conference members gaining recognition upon graduation; unity
57 between Student Conference and CASA; recycling issues; and issues related to the bell
58 schedule, and conditions of bathrooms in Carman Hall.

59 5. The next meeting will take place at 2 p.m., January 30 in the Student Life Building,
60 Room 313.

61

62 **REPORTS OF THE STANDING COMMITTEES-**

63 **a. Committee on Governance-**

64

65 1. Prof. Duane Tananbaum reported on several items discussed at the Committee's last
66 meeting. The first item was the possibility of going to a clicker system to record votes in
67 the Senate. It is being tried at other CUNY Colleges, but as for the Lehman Senate, it was
68 decided to hold off for now. Basically, when people sign in, they would get a clicker,
69 which would be assigned to their name at that meeting, allowing for votes to be recorded
70 instantaneously with a record of how each individual voted. We would need to retain the

71 record in compliance with New York State law. It will be considered for adoption in the
72 future.

73 2. The Governance Committee nominated Mr. Jason Jeremias, a student, to serve on the
74 Committee on Admissions, Evaluation and Academic Standards. He was elected.

75 3. While waiting for the arrival of Dean William Tramontano, Prof. Tananbaum said that
76 up to this point, Ph.D degrees have been granted by the Graduate Center, even though the
77 programs may be located at another individual campus. Hunter and City Colleges have
78 been unhappy with this arrangement, and they have been granted the right to include the
79 name of their respective college with the Graduate Center on certain degrees, depending
80 on the program and faculty involved. The Governance Committee was not clear as to
81 how this would influence Lehman. The Committee also wondered if this was something
82 that would start in the sciences but in time would grow in other programs. Upon arrival,
83 Dean Tramontano explored the subject further. He said that CUNY has been restructuring
84 the doctoral science program in biochemistry, biology, chemistry and physics by
85 planning for a number of years with a number of consulting outside bodies. While the
86 College is starting with four of the sciences, he said, the hope is that other disciplines
87 would follow this model. In essence, the new program consists of incoming doctoral
88 students, approximately 90 a year across CUNY, who would receive a five-year support
89 package, with a stipend of \$24,000 per year. In addition, the students will receive full
90 tuition remission and health care insurance (for the individual and his/her family) for five
91 years. In the first year, the money is paid entirely by the Graduate Center. In years two
92 through five, the stipend becomes the responsibility of the individual college. For every
93 graduate student in the sciences that Lehman takes on, it is making a \$96,000
94 commitment to support that student over four years with the purpose of making Lehman
95 competitive with private college programs in the area. In the first year, the students use
96 the property of the Graduate Center; after that, they decide which college they wish to go
97 to and who will be their faculty mentors. It is expected that in years two through four they
98 will only do adjunct work over a certain number of hours. In the fifth year, the time
99 would be dedicated exclusively to the dissertation. The University is now advertising this
100 program on a national level. There will be some changes in the admission guidelines and
101 changes in the governance structure. The hot topic of concern is dual degrees. For
102 example, the degree may indicate: Graduate Center of the City University of New York
103 and also the name of the specific CUNY College. Right now Brooklyn, Lehman and
104 Queens Colleges would not be able to issue joint degrees, but this is expected in the
105 future.

106 4. The next meeting of the Governance Committee will be on at 2 p.m. on Monday,
107 January 28 at a location to be announced.

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

109 1. Prof. Kevin Sailor presented to the Senate a list of Undergraduates and Graduate
110 Candidates for the January 31, 2008 graduation. The list was approved.

111 2. Prof. Sailor went on to discuss part two of the Graduating Senior Policy. The Student
112 Bulletin reads that "a graduating senior who has failed the final examination in only one
113 course required for graduation is entitled to a special examination, provided that the
114 student has a passing grade average in the course." The Committee recommended that
115 this policy be rescinded and that the statement should be stricken from the undergraduate
116 bulletin. The motion was defeated.

117 3. Recently, a Presidential Advisory Committee recommended changes in the admission
118 standards for the College. The proposals are being reviewed by CAEAS which will make
119 its recommendation to the Senate. There are two main changes proposed by the
120 Presidential Advisory Committee. The first relates to the Math portion of the Basic Skills
121 requirement. It is recommended that the College adopt the requirement of Hunter,
122 Baruch, and Queens Colleges. This would mean a 510 on the SAT or a 45 on each of the
123 two parts of the Compass test. The second proposal relates to incoming freshmen.
124 Students would have to meet a minimum high school average of 80 and a minimum SAT
125 of 900 in addition to other criteria in a formula that weighs both high school average and
126 SAT. They would also need to have completed 16 College Preparatory Initiative credits
127 to be admitted. The Presidential Advisory Committee also proposes that some changes
128 be made in the current transfer policy: Students earning fewer than 12 college credits
129 must satisfy freshman admission criteria based on their high school record; students with
130 12 up to 24 college credits must satisfy freshman admission criteria or present a
131 cumulative college grade point average of at least 2.75 regardless of high school
132 academic average; students with 24 or more credits must have a cumulative grade point
133 average of at least 2.3; students earning a City University of NY/State University of NY
134 Associate of Arts or Associate of Science degree must have a cumulative grade point
135 average of 2.0; students earning Associate of Applied Science degrees will be treated
136 similarly to students earning more than 24 cumulative credits.

137 c. Undergraduate Curriculum –

138 1. Prof. Barbara Jacobson introduced proposals from: the Department of Anthropology,
139 the Department of Art; the Department of Biological Sciences; the Department of
140 Economics, Accounting and Business Administration; the Department of Environmental,
141 Geographic and Geological Sciences; and the Department of Journalism,
142 Communication, and Theatre. She also introduced proposals from the Undergraduate
143 Curriculum Committee, and the Program on Health Sciences. Also presented were
144 informational items from the Departments of Anthropology, Biological Sciences, and
145 Environmental, Geographic and Geological Sciences. Corrections in the report,
146 involving LEH 100, were then presented consisting of one change but affecting two
147 proposals. The first proposal reads as follows: Change in Requirement for the General
148 Education Curriculum. Under the item, Freshman Seminar (3 credits), currently reads:
149 “all students entering Lehman with fewer than 24 credits must successfully complete
150 LEH 100: The Liberal Arts Freshman Seminar. Students transferring to Lehman with 24
151 credits or more are exempt from this requirement.” Prof. Jacobson reported that it should
152 read: “All students entering Lehman with fewer than 15 credits must successfully
153 complete 100: The Liberal Arts: Freshman Seminar. Students transferring to Lehman
154 with 15 credits are exempt from this requirement.”

155 2. The second set of changes concerns the same shift but it is in a different proposal. It is
156 a proposal for a new course, LEH 100. It should read as follows: “This course will be a
157 requirement for graduation for students entering Lehman with fewer than 15 credits. It
158 will be offered in all Freshman Year Initiative blocks. Additional sections will be offered
159 as necessary for students entering Lehman with fewer than 15 credits who are not placed
160 in Freshman Year Initiative blocks. This will increase the number of General Education
161 credits required for graduation only for these students to 47-59 credits. Students
162 transferring to Lehman with 15 credits or more will be exempt from this requirement, and
163 the number of required General Education credits will remain 44-56 for them.

164 3. Following discussion, the Report was approved along with the change specified under
165 number one, above. The proposal under number two, above was voted to be sent back to
166 committee for further consideration.

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

168 1. Prof. Timothy Alborn said the Committee recommended proposals to the Senate
169 from the Department of Health Sciences involving program requirements and from
170 the Department of History involving a number of new courses. The report was
171 approved.

172 2. The next meeting will be held today.

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

174 There was no report.

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

176 1. Mr. James Carney was granted floor rights and reported that the survey on
177 technology issues that will be distributed next semester is completed. It will be
178 distributed for the Senate's review shortly.

179 2. One of the challenges still facing the Committee is trying to get students to use
180 their e-mail. Work is continuing on this project.

181 3. The next meeting is tentatively scheduled for 12 noon on February 16 in the
182 Library.

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

184 1. Prof. Elhum Haghghat reported that the Committee has learned that the use of
185 Styrofoam trays, cups and food containers are generating a lot of non-recyclable,
186 petroleum-based waste. To keep up with a "green campus," the Committee is
187 considering going back to plastic trays and other non-disposable options. One
188 problem is the disappearance of the plastic trays and the annual cost to replace them.
189 The Senate will receive further reports when the Committee comes up with more
190 solutions and options.

191 2. During the Committee's last meeting, Assistant Vice President Rene Rotolo spoke
192 about the CUNY Sustainability Project that was introduced at the prior Senate
193 meeting. Prof. Janette Tilley expressed her interest in Sustainability and volunteered
194 to be the faculty representative.

195 3. The next Committee meeting will be held today after the Senate meeting in Shuster
196 Hall, Room 325.

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

198 There was no report.

199 **i. University Faculty Senate-**

200 **1.** Prof. Manfred Philipp reported that the Governor's Commission on Higher
201 Education has been holding hearings. Much of the faculty testimony has been for
202 more full-time lines for the University. The Commission will issue an interim report
203 on December 17, which will inform the Governor's budget proposals for the
204 University, and the final report will be much later. It is said that the Commission's
205 report will include structural changes in CUNY recommendations for the University.
206 The proposed capital budget for the next five years that CUNY is presenting to the
207 Governor includes the Lehman science building, phase two. In fact, it contains many
208 items for the senior colleges in general. However, it is extraordinarily weak on the
209 community colleges.

210 **2.** The proposed CUNY Graduate School of Public Health is making progress.
211 Although it will be located at Hunter College, Lehman College and Brooklyn College
212 will also play a significant role.

213 **3.** The subject of the joint degree—previously covered earlier in this meeting by Dean
214 Tramontano—is a third rail item. The Physics Doctoral Program Executive
215 Committee is considering proposals relating to the joint degree with Hunter and City
216 Colleges; other venues are vehemently opposed to the joint degree. The joint degree
217 has not gone to the Board of Trustees since their approval for the supporting package
218 is not required.

219 **OLD BUSINESS**

220 There was no old business.

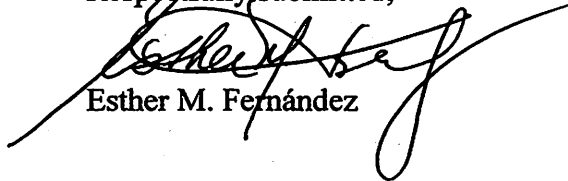
221 **NEW BUSINESS**

222 There was no new business.

223 **ADJOURNMENT**

224 The meeting was adjourned at 2:55 p.m.

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Respectfully submitted,

Esther M. Fernández

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

1. Type of change: New Course

2. Course Description:

LEH 100: The Liberal Arts: Freshman Seminar (3 hours, 3 credits)

The nature of the liberal arts, the goals and objectives of General Education at Lehman, and issues of career vs. liberal education. Information literacy, critical thinking, and intellectual integrity. Long Range Academic Planning (LRAP).

3. Rationale:

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

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

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

4. Academic Objectives and Justification for the Course:

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

Students will be expected to gain:

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

5. Syllabus/Sample Texts:

Academic Content: The course has developed its own textbook consisting of the following texts, which will evolve and change as better, more appropriate works are identified:

Liberal Arts

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

Higher Education Issues

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

Education Generally

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

Lehman College

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

In addition, the individual instructors have the latitude to choose works from a select list of suggested primary sources. These include, but are not limited to:

Longer Prose: Salinger, *Catcher in the Rye*; Orwell, *1984*; Achebe, *Things Fall Apart*; Satrapi, *Persepolis*; Camus, *The Stranger*,
Drama: a classic play, Greek or Shakespeare; *Hamlet* with filmed versions; *Antigone*; *Richard III*; current selection at the Lehman Theatre (student production)
Poetry: Keats, "Ode on a Grecian Urn"; selections from Dickinson, Frost, Collins; Angelou selections (with *Caged Bird?*); Brodsky selections with Nobel Prize essays;
Philosophy: Decartes, a *Meditation*
Social-Historical: Leo Marx, *The Machine in the Garden*; Tracy Kidder, *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World*; Hosseini, *The Kite Runner*; M.L. King Jr., "Letter from Birmingham Jail"; *The Declaration of Independence, the Constitution of the U.S.*; *The New York Times*; also The Declaration of Independence and the U.S. Constitution; Madison, *Federalist Papers*
Scientific: Sagan, *The Varieties of Scientific Experience*; Stoppard, *Arcadia*; Sobel, *Longitude*; Darwin.

The course syllabus covers such topics and questions as

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

Advising Component: The practical implementation of the ideals of a general and a professional education (for career goals) are expressed in the student's individual academic planning. Each student completes a Long Range Academic Plan. Furthermore, students are introduced to essential support services available to them on the Lehman campus such as the Career Services Center, the Counseling Center, Academic Advisement Center, Instructional Support Services, and the Student Health Center.

Technological and Informational Literacy: The course begins the process of developing the students' information and media literacy and its associated skills. The seminar actively uses Blackboard in a blended (hybrid) environment in order to teach the use of this platform and basic computer/Internet operations for academic and intellectual purposes. The course also uses the Blackboard site *Library Research and Information*

Literacy, created and piloted for this course by Susan Voge and other librarians. This site includes descriptions of the research services and sources available at the Library and over the Internet, and it includes tutorials and exercises which are integrated into the course.

6. Effect on Curriculum Offering Outside of the Department:

This course will be offered in some FYI blocks. Students who wish not to take the course will be able to choose a block with the regular FYI Freshman Seminar. This course will no longer serve as a substitute for a section of LEH300 or LEH301.

7. Faculty:

Full-time faculty and long-term adjunct faculty from departments in all divisions who have previous experience teaching in FYI blocks. Over the three years that the course has been developed, enough faculty have had experience in the course to provide sufficient instructors for the course. Monthly meetings of instructors will continue to be a part of the teaching responsibilities for this course, at least for the next year or two. A Blackboard organization site is provided to share materials, assignments, activities.

8. Estimated Enrollment and Frequency:

The experimental course has been offered in the fall 2007 semester in 20 FYI blocks of entering freshmen; it will be offered in the spring 2008 in 6 FYI blocks. Beginning in the fall 2008 the course will be offered in some FYI blocks.

9. Date of Undergraduate Curriculum Committee Approval:

December 19, 2007

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

1. Type of change: Experimental Course

2. Course Description:

LEH 111: The Liberal Arts (3 hours, 3 credits)

The nature of the liberal arts, the goals and objectives of General Education at Lehman, and issues of career vs. liberal education. Information literacy, critical thinking, and intellectual integrity. Long Range Academic Planning (LRAP).

3. Rationale:

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

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

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

4. Academic Objectives and Justification for the Course:

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

Students will be expected to gain:

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

5. Syllabus/Sample Texts:

Academic Content: The course has developed its own textbook consisting of the following texts, which will evolve and change as better, more appropriate works are identified:

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- (c) J. Tagg, "The Decline of the Knowledge Factory"
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Lehman College

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

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6. Effect on Curriculum Offering Outside of the Department:

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7. Faculty:

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9. Date of Undergraduate Curriculum Committee Approval:

December 19, 2007

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**
Department of Economics, Accounting and Business Administration

**Hegis # 0502
Program Code: 236**

1. Type of Change: Change in Admission requirements for the M.S. Program in Accounting

2. From: To be admitted to the M.S. degree program in Accounting, applicants must:

Complete (or have completed) the following accounting courses or their equivalents on the undergraduate level (these courses may be taken concurrently with graduate-level courses, unless otherwise indicated):

The required courses and credits are as follows:

Course	Credits
ECO 171 and 172	6
ECO 334, 335	6
ECO 342	3
ECO 439	3
ECO 441	4
ECO 442	3
ECO 336, 337	6
<i>Total:</i>	31

- Take and obtain a satisfactory score on the Graduate Management Aptitude Test (G.M.A.T.);
- Submit a statement of career objectives; two letters of recommendation; and if conditionally admitted, satisfy the conditions within one year.

3. To: To be admitted to the M.S. degree program in Accounting, applicants must:

Complete (or have completed) Lehman's B.S. in Accounting program or its equivalent. An equivalent undergraduate degree must include:

- 30 credits in Accounting, including Advanced Accounting, Cost Accounting, Taxation, and Auditing
- 6 credits in Business Law
- 6 credits in Economics
- 6 credits in Finance
- 3 credits in Statistics

- 3 credits in Quantitative Methods
- 3 credits in computer science
- 3 credits of electives in Accounting or Business

Take and obtain a satisfactory score on the Graduate Management Aptitude Test (G.M.A.T.);

Submit a statement of career objectives; two letters of recommendation; and if conditionally admitted, satisfy the conditions within one year.

4. Rationale: After 7/31/09, the NYSED will implement new requirements for candidates who wish to sit for the CPA Examination. These new requirements include 150 credit hours in a specific array of courses. The combination of our B.S. Accounting and our M.S. Accounting programs meet all of these requirements.

5. Effect outside department: None

6. Date of departmental approval: 21 November 2007

Changes in Degree Requirements

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
Department of Economics, Accounting and Business Administration**

**Hegis # 0502
Program Code: 236**

2. Type of Change: Change in degree requirements for the M.S. Program in Accounting

2. From: Core Courses. Students are required to take the following six courses (all 3-credit): ECO 710, 720, 730, 740, 750, and 765.

Elective Courses. Students are required to take *four* elective courses from the following list of 3-credit courses: ECO [711,] 712, 721, 731, 732, 741, 751, 766, 767, 768, 785[, 790]. [Students whose undergraduate curriculum did not include at least 6 credits in economic principles must elect ECO 731: Microeconomics and ECO 732: Macroeconomics. Those whose undergraduate work did not include at least 6 credits in finance must elect ECO 768: Money and Banking. Those whose undergraduate work did not include at least 3 credits in business statistics must elect ECO 741: Operations Research.]

[Economics Courses in Related Graduate Programs. The Department also offers courses designed to meet the needs of students in the following education programs: secondary school social studies; elementary school; and guidance and counseling.]

3. To: Core Courses. Students are required to take the following eight courses (all 3-credit): ECO 710, 711, 720, 730, 740, 750, 765, and 790.

Elective Courses. Students are required to take two elective courses from the following list of 3-credit courses: ECO 712, 721, 731, 732, 741, 751, 760, 766, 767, 768, 785.

4. Rationale: After 7/31/09, the NYSED will implement new requirements for candidates who wish to sit for the CPA Examination. These new requirements include accounting research, business and accounting communications, and ethics and professional responsibility. These requirements may be met by integrating these topics

into other coursework or by establishing separate courses. It is our intention to integrate these requirements into our existing courses.

5. Effect outside department: None

6. Date of departmental approval: 21 November 2007

Changes in Program Description

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
Department of Economics, Accounting and Business Administration**

**Hegis # 0502
Program Code: 236**

3. Type of Change: Change in Program Description for the M.S. Program in Accounting

2. From: M.S. program in Accounting

Students can earn a Master of Science degree in Accounting, whether or not their undergraduate degree is in this field. [Those with an undergraduate degree in accounting can earn a Master of Science degree by completing a total of 30 credits (18 credits of core courses and 12 credits of specialized courses). The minimum time for completion of the program is one year. Students holding undergraduate degrees in fields other than accounting may have to take up to 31 credits of prerequisites in accounting and business law, in addition to the 30-credit program.]

Students who complete this program and earn their Master of Science degree in Accounting will also have completed all the educational requirements for taking the C.P.A. exam. [Those who also hold undergraduate degrees in accounting may qualify for a possible reduction of the New York State experience requirement by one year, upon review of their transcript by the State Education Department.]

3. To: M.S. program in Accounting

Students can earn a Master of Science Degree in Accounting, whether or not their undergraduate degree is in this field. Those with a B.S. in Accounting from Lehman College or an equivalent undergraduate Accounting degree can earn a Master of Science degree by completing a total of 30 graduate credits. Students holding undergraduate degrees in fields other than accounting or accounting degrees not equivalent to Lehman's B.S. in Accounting degree may have to take up to 60 credits in accounting and business, in addition to the 30-credit Master's program.

Students who complete this program and earn their Master of Science degree in Accounting will have completed all of the educational requirements for taking the C.P.A. Examination in New York State.

4. Rationale: After 7/31/09, the NYSED will implement new requirements for candidates who wish to sit for the C.P.A. Examination. These new requirements include 150 credit hours in a specific array of courses. The combination of our B.S. Accounting and our M.S. Accounting programs meet all of these educational requirements.

5. Effect outside department: None

6. Date of departmental approval: 21 November 2007

**Lehman College of the
City University of New York
Department of Economics, Accounting and Business Administration**

Curriculum Change

1. Type of Change: Course Description

2. From: ECO 710: Advanced Accounting Theory 3 hours, 3 credits.

[This course examines] the history and development of accounting theory. Topics include the objective of financial statements; the fundamental concepts, conventions, and assumptions underlying financial statements; and the measurement, presentation, and disclosure of the elements of financial statements. [Emphasis is placed on a critical] analysis of recent pronouncements of the Financial Accounting Standards Board and its predecessors, the Accounting Principles Board and the Committee on Accounting Procedures.. [The objective is to provide students with] an understanding of the set of principles [that may be] used to evaluate [and understand] current accounting practices and that will be used in the future development of sound accounting practices and procedures. PREREQ: ECO 342.

3. To: ECO 710: Advanced Accounting Theory 3 hours, 3 credits.

The history and development of accounting theory. Topics include the objective of financial statements; the fundamental concepts, conventions, and assumptions underlying financial statements; and the measurement, presentation, and disclosure of the elements of financial statements. Analysis of recent pronouncements of the Financial Accounting Standards Board and its predecessors, the Accounting Principles Board and the Committee on Accounting Procedures. Students will acquire an understanding of the principles used to evaluate current accounting practices and that will be used in the future development of sound accounting practices and procedures. Students will be required to present reports on journal articles as preparation for the required thesis/special project to be completed in ECO 790, Graduate Seminar. PREREQ: ECO 342.

4. Rationale: After 7/31/09, the NYSED will implement new requirements for candidates who wish to sit for the CPA Examination. These new requirements include accounting research, business and accounting communications, and ethics and professional responsibility. These requirements may be met by integrating these topics into other coursework or by establishing separate courses. It is our intention to integrate these requirements into our existing courses.

5. Effect on Curriculum Offerings Outside the Department: None

6. Date of Departmental approval: 21 November 2007

**Lehman College of the
City University of New York
Department of Economics, Accounting and Business Administration**

Curriculum Change

1. Type of Change: Course Description

2. From: ECO 720: Advanced Auditing 3 hours, 3 credits.

[This course involves] a study of auditing standards [with the objective of enabling] the student to relate the conceptual aspects to the procedural aspects of auditing and to understand [the] philosophy and environment [of auditing]. The growing use of statistical sampling [in auditing is explored], as well as the impact of computers on the audit process. [Emphasis is placed on] auditing problems encountered in computer-based systems, including the evaluation of internal controls, the evaluation of records produced by the system, and the use of the computer as an audit tool. PREREQ: ECO 441.

3. To: ECO 720: Advanced Auditing 3 hours, 3 credits.

A study of auditing standards that will enable the student to relate the conceptual aspects to the procedural aspects of auditing and to understand its philosophy and environment. Explores the growing use of statistical sampling in auditing is explored, as well as the impact of computers on the audit process. Emphasizes auditing problems encountered in computer-based systems, including the evaluation of internal controls, the evaluation of records produced by the system, and the use of the computer as an audit tool. Written reports, including the Audit Report, are required. Special attention to "reportable events" and their resolutions with emphasis on professional ethics and responsibilities. PREREQ: ECO 441.

4. Rationale: After 7/31/09, the NYSED will implement new requirements for candidates who wish to sit for the CPA Examination. These new requirements include accounting research, business and accounting communications, and ethics and professional responsibility. These requirements may be met by integrating these topics into other coursework or by establishing separate courses. It is our intention to integrate these requirements into our existing courses.

5. Effect on Curriculum Offerings Outside the Department: None

6. Date of Departmental approval: 21 November 2007

**Lehman College of the
City University of New York
Department of Economics, Accounting and Business Administration**

Curriculum Change

1. Type of Change: Course

2. From: ECO 790: Graduate Seminar *One semester, 3 credits.*

Readings and research on special fields in accounting, quantitative methods, economics, or managerial finance, to be selected in consultation with a faculty member. PREREQ: To be determined by supervising faculty member.

3. To: ECO 790: Graduate Seminar *One semester, 3 credits.*

Readings and research culminating in the writing of a thesis/special report based on independent research. With faculty assistance, the student will select an accounting topic, present the results of his/her research to the class, and apply that research to an original topic. PREREQ: ECO 710

4. Rationale: After 7/31/09, the NYSED will implement new requirements for candidates who wish to sit for the CPA Examination. These new requirements include accounting research, business and accounting communications, and ethics and professional responsibility. These requirements may be met by integrating these topics into other coursework or by establishing separate courses. It is our intention to integrate these requirements into our existing courses.

5. Effect on Curriculum Offerings Outside the Department: None

6. Date of Departmental approval: 21 November 2007

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

Department of Economics, Accounting and Business Administration

- 1. Type of Change: Withdrawal of course**
- 2. From: ECO 500: Principles, Theory, and Problems of the Free Enterprise Economy. 3 hours, 3 credits**
- 3. Rationale: This course has not been offered in at least the last 15 years.
It is not the Department's intention to offer this course in the future.**
- 4. Date of departmental approval: 21 November 2007**

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

Department of Economics, Accounting and Business Administration

- 1. Type of Change: Withdrawal of course**
- 2. From: ECO 502: Consumer Economics. 3 hours, 3 credits**
- 3. Rationale: This course has not been offered in at least the last 15 years.
It is not the Department's intention to offer this course in the future.**
- 5. Date of departmental approval: 21 November 2007**

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

Department of Economics, Accounting and Business Administration

- 1. Type of Change: Withdrawal of course**
- 2. From: ECO 604: Selected Issues in Contemporary Economic Policy. 3 hours, 3 credits**
- 3. Rationale: This course has not been offered in at least the last 15 years.
It is not the Department's intention to offer this course in the future.**
- 4. Date of departmental approval: 21 November 2007**

Changes in Description, Hours, Credits

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Department of Environmental Geographic and Geological Sciences

1. Type of Change: Change in Description, Hours, Credits**2. From:**

GEO 501: Earth Processes. *5 hours [(2 lecture, 3 lab), 3 credits]. (Not open to students who have had an introductory course in physical or historical geology.)*
[Processes operating in the upper mantle and crust and upon the surface of the earth. The materials of the earth and the major cycles in which they are involved.]

3. To:

GEO 501: Earth Processes. *5 hours (3 lecture, 2 lab), 4 credits. (Not open to students who have had an introductory course in physical or historical geology.)*
Earth evolution, internal and surface structures, global tectonics, physical processes, resources and global climate change and its effect on the environment.

4. Rationale:

This course, although listed as 5 hours (2 lecture, 3 lab) has traditionally mirrored our undergraduate courses taught as 5 hours (3 lecture, 2 lab), a distribution of hours typically offered for 4 credits. This proposal, if approved, will bring the course in line with other department and college offerings. The change in course description provides more accurate, up to date information on the content of the course

5. Effect outside department: None.**6. Date of departmental approval:** 2 November 2007

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

Hegis Code:**Program Code:**

1. **Type of Change:** **New Master's Program in Mathematics Education**
2. **Program Description**

Master's Program: **Mathematics Education for Middle School: Grades 5-9**

This program leads to a master's degree in mathematics education. Upon completion of additional requirements, candidates will be eligible to receive New York State initial and professional certification to teach mathematics in GRADES 5-9.

To be eligible for this Mathematics Education master's Program, candidates must fall into one of the following categories:

Sequence 1 (33-39 credits). For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, but who lack professional education coursework.

Sequence 2 (32-35 credits). For teachers who hold a Transitional B certificate in Mathematics from New York State through special CUNY and NYCDOE programs.

Admission Requirements

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 2.7 or better.
2. Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 2.7 or better in all mathematics courses taken.
3. For Sequence 2, must hold a valid Transitional B Certificate from NYSED.
4. Submission of scores on the New York State Liberal Arts and Sciences Test (LAST) and the New York State Content Specialty Test (CST) in Mathematics.
5. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
6. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
7. A 500 word essay on career goals.
8. A personal interview.

Degree Requirements

Students must consult with a Mathematics Education advisor before starting their master's program and must plan their overall program with the advisor during their semester of attendance. Students must complete one of the two sequences outlined below

Curriculum: Sequence 1**(33-39 credits)****I. Core Education Courses: (12-15 credits)**

- ESC 501: Educational Psychology (3)
 ESC 502: Historical and Social Foundations of Education (3)
 ESC 532: Teaching Mathematics in Middle and High School (3)

AND

- ESC 595: Internship in Mathematics (3) **OR**
 ESC 596: Student Teaching in Mathematics (6)

II. Pedagogical Content in Mathematics Education (9 credits)

- ESC 740: Teaching Mathematics in Grades 7-10 (3)
 ESC 742: Research in Mathematics Education (3)
 ESC 748: Teaching Problem Solving in Mathematics in Middle & High School (3)

III. Mathematics (12 credits)

- MAT 601: Secondary Mathematics from an Advanced Standpoint (3)
 MAT 602: Introduction to Number Theory & Modern Algebra (3)
 MAT 655: Exploring Mathematics Using Technology (2)
 MAT 661: History of Mathematics (4)

IV. Culminating Experience (0-3 credits)

- ESC 706: Research in Problems of Teaching a Specialized Subject (1)
 ESC 707: Project Seminar (2) **OR** Comprehensive Examination (0 credit)

Curriculum: Sequence 2 **(Transitional B Sequence)****(32-35 credits)****I. Core Education Courses: (9 credits)**

- ESC 501: Educational Psychology (3)
 ESC 502: Historical and Social Foundations of Education (3)
 ESC 532: Teaching Mathematics in Middle and High School (3)

AND

- ESC 595: Internship in Classroom Teaching (2)

II. Pedagogical Content in Mathematics Education (9 credits)

- ESC 740: Teaching Mathematics in Grades 7-10 (3)
 ESC 742: Research in Mathematics Education (3)
 ESC 748: Teaching Problem Solving in Mathematics in Middle & High School (3)

III. Mathematics (12 credits)

- MAT 601: Secondary Mathematics from an Advanced Standpoint (3)
 MAT 602: Introduction to Number Theory & Modern Algebra (3)
 MAT 655: Exploring Mathematics Using Technology (2)
 MAT 661: History of Mathematics (4)

V. Culminating Experience (0-3 credits)

- ESC 706: Research in Problems of Teaching a Specialized Subject (1)
 ESC 707: Project Seminar (2) **OR** Comprehensive Examination (0 credit)

Continuation Requirements

Students must maintain a 3.0 grade point average throughout the course of study.

3. Rationale

With mathematics achievement generally below standards across the country, particularly in urban areas, renewed emphasis is being placed upon the middle grades. Long recognized as a crucial juncture – both academically and socially – to ongoing success in mathematics, the middle grades have long been associated with uncertified, often unqualified mathematics teachers. Fortunately, school districts within New York State are no longer permitted to hire uncertified teachers. It is incumbent upon teacher preparation programs to design academically challenging Master's programs in mathematics education that lead to New York State initial certification to teach in grades 5-9. The two program sequences defined here are so designed to meet both New York State and NCATE standards at the middle school level.

4. Effect on Curriculum Offerings Outside the Department

The revised program has been developed cooperatively with the Department of Mathematics and Computer Science; the mathematics courses in the program will be offered on a scheduled basis by that department.

5. Date of Departmental Approval:

Middle and High School Department approval date: 11/29/07

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

Department of Middle and High School Education

1. Type of Change: Admission and Degree Requirements

Hegis # 2201.01
Program Code: 25794

2. From:

M.A. PROGRAM IN SOCIAL STUDIES EDUCATION

The Master of Arts degree program in Social Studies is registered with New York State and leads to initial and professional certification as a Teacher of Social Studies: Grades 7-12, provided all other requirements have been met.

[Teaching] social studies is more important than ever before, the large urban school systems with multicultural student populations. The goal of Lehman's social studies program is to produce reflective, competent, and concerned citizens. This program emphasizes the interrelationship between thinking, skillful action, and feeling-- since all are vital for the development of [future] citizens.

[Entrance] Requirements

- A bachelor's degree or equivalent from an accredited college or university with an index of 3.0 in the undergraduate major and a cumulative index of 2.7 in undergraduate work.
- The New York State LAST (Liberal Arts & Sciences Test) must have been taken and scores submitted to program coordinator. If conditionally accepted, scores must be presented by the end of the first semester student is matriculated.
- [An interview with the Social Studies program coordinator (Schedule with the department) Make up, if conditionally accepted, not more than 12 credits of specified prerequisite course work and/or any other deficiencies, starting in the first semester and finishing in not more than three consecutive semesters. Uncertified candidates must have submitted passing scores on the LAST and CST to the coordinator prior to enrolling in ESC 533 or ESC 534]
- Two letters of recommendation
- A 500-word essay on career goals
- [Any additional state, college, and departmental requirements]

Degree Requirements

[(1) Complete all prerequisites or conditions for admission to and matriculation in the program. (2) Pass the LAST, ATS-W, CST, and ATS-P. (3) Complete all degree requirements, including educational core courses and any additional requirements including pedagogy, content area and/or distribution courses with a 3.0 or better [index]. (4)

Complete 36 credits for the MA degree program. *Students applying for New York State certification should consult the advisor.*]

[Overview of the Program]

During the first semester of matriculation, students must meet with a graduate coordinator in Social Studies to plan their graduate program. To be eligible for the Master of Arts degree in Social Studies, students must complete the following:

- A total of 12-[16] graduate credits (or equivalent) in Core Education sequence: **ESC 501(3), ESC 502 (3), ESC 529 (3), ESC 595 (3) or ESC 596 (6)**
- A total of 9 credits in the Social Studies sequence: **ESC 533 (3), ESC 534 (3), [ESC 709 (3)]**. [NOTE: *Other courses may be taken, if approved by the program coordinator. For certification, additional hours of classroom observations will depend on how many combined undergraduate/graduate pre-student teaching fieldwork hours are needed to meet State Education Department requirement of 100 hours*]
- [A combined graduate-undergraduate record that meets the following distribution requirements in history:
 - 6 credits in American history
 - 6 credits in European history/Western civilization
 - 6 credits in non-European history (including Latin American, Puerto Rican and Caribbean Studies and African American history)
 - 6-15 credits in Social Sciences: anthropology, economics, geography, political science, sociology]
- A total of 15 graduate credits in history. [*Candidates who cannot acquire 15 credits in their chosen specialization must earn 18 credits in other areas of social science in a sequence approved by their adviser.*]
- [For NYS Certification, complete ESC 595 (6) if currently a teacher or ESC 596 (3) if not currently teaching.]
- Successfully complete [one of the following as approved by the program coordinator. (1) A comprehensive examination in the subject area, or (2)] A culminating project.

3. To:

M.A. PROGRAM IN SOCIAL STUDIES EDUCATION (36-39 CREDITS)

The Master of Arts degree program in Social Studies is registered with New York State and leads to initial and professional certification as a Teacher of Social Studies: Grades 7-12, provided all other requirements have been met.

In our rapidly globalizing society and in large urban school systems with diverse multicultural student populations the teaching of social studies is more important than ever before. The goal of Lehman's social studies program is to produce reflective, competent, and concerned citizens. This program emphasizes the interrelationship between thinking, skillful action, and feeling-- since all are vital for the development of active citizens.

Admissions Requirements

- A bachelor's degree or equivalent from an accredited college or university grade point average of 3.0 in the undergraduate major and a cumulative grade point average of 2.7 in undergraduate work. If conditionally accepted, must earn 3.0 in courses designated by the program coordinator
- Bachelor's degree must be in history or any of the social sciences
- Students must have at least one undergraduate course in the following areas: Lehman undergraduates can satisfy these requirements prior to admission in the Master's program by choosing courses for their distribution requirements in the areas listed.

1. Anthropology

2. Sociology

3. Geography

4. Political science

5. Economics

6. Psychology

7. Two history survey courses, one in U.S. history and one in European or world history

- The New York State LAST (Liberal Arts & Sciences Test) must have been taken and scores submitted to program coordinator. If conditionally accepted, scores must be presented by the end of the first semester student is matriculated
- Candidates must schedule an interview with the Social Studies program coordinator that includes a transcript review
- If conditionally accepted, make up deficiencies by the end of the third consecutive semester of matriculation
- Two letters of recommendation
- 500 word application essay on interest in the program as it relates to long term career interests

Degree Requirements

To be eligible for the Master of Arts degree in Social Studies, students must successively complete the following 36-39 credit sequence:

1) Content Core

Students must satisfy the following required areas of study. These requirements may be met by either graduate courses or by undergraduate coursework taken prior to or after commencement of graduate study. Undergraduate transcripts will be evaluated on an individual basis as part of the admissions process. Lehman undergraduates can satisfy these requirements prior to admission in the Master's program by choosing courses for their distribution requirements in the areas listed.

1. Anthropology

2. Sociology

3. Geography

4. Political science

5. Economics

6. Psychology**7. Two history survey courses, one in U.S. history and one in European or world history****History courses (15 credits)****All students must take:****HIU 534****HIW 533****The remaining 9 credits to be chosen in consultation with the program advisor.****2) Pedagogical Core: A total of 18 graduate credits (or equivalent) in sequence:****9 credits in general education sequence:**

- ESC 501 (3) Psychological Foundations of Education
- ESC 502 (3) Historical Foundations of Education: A Multicultural Perspective
- ESC 529 (3) Language, Literacy and Educational Technology

9 credits in the Social Studies Education sequence:**(Candidates must have submitted passing scores to the program coordinator scores from the LAST (Liberal Arts and Science Test) prior to enrolling in ESC 533: *Teaching World History in Middle and High School* and/or ESC 534: *Teaching US History and Government.*)**

- ESC 533 (3) Teaching World History in Middle and High School
- ESC 534 (3) Teaching U.S. History and Government
- ESC 708 (3) Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas

Successfully complete a culminating project in ESC 708. See program coordinator for culminating project requirements**3) Practicum****Candidates must obtain B or better in each Methods course AS WELL AS HAVE PASSED THE ATS-W to be eligible for *Student Teaching* (ESC 596) or *Student Internship* (ESC 595)****ESC 595 (3) Internship in Classroom Teaching OR ESC 596 (6) Student Teaching in Middle and High School (1 fulltime semester supervised student teaching)****To graduate, students must complete all degree requirements, including educational core courses and any additional requirements including pedagogical, content area and/or distribution courses with an overall GPA of 3.0 or better****Certificate Requirements:**

If other courses are taken, or equivalency requested, additional hours of classroom observations may be required in order to meet NYSED certification requirements of 100 hrs of field observations prior to student teaching

Satisfy appropriate voice, speech and health standards

In order to be recommended for NYS certification, candidates must submit passing scores on the LAST (Liberal Arts & Sciences Test), ATS-W (Assessment of Teaching Skills-Performance), CST(Content Specialty Test) and any additional New York State requirements and **consult with the Certification Officer, Dean of Education Office, for other requirements, e.g. core liberal arts requirements, fingerprinting**

4. Rationale:

Changes are being made in response to questions raised by accrediting agency (NCATE) and national professional organization (NCSS) and to eliminate redundancy and to clarify program requirements.

5. Effect outside department:

None

6. Date of departmental approval: 11/29/07

LEHMAN COLLEGE
Department of Middle and High School Education

CURRICULUM CHANGE

**Type of Change: Admission and Degree Requirements for Graduate
Program in Mathematics Education**

1. From:

M.S.ED. PROGRAM IN MATHEMATICS EDUCATION (7-12)

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 7-12, provided all other requirements have been satisfied.

Admission Requirements

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 2.7 or better.
2. Mathematics course work to include Calculus I and II, [Intermediate Calculus]; Linear Algebra; and Modern Algebra; with an overall index of 2.7 or better in all mathematics courses taken.
3. Submit scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.) and the New York State Content Specialty Test (C.S.T.) in Mathematics.
4. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
5. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
6. A 500-word essay on career goals.
7. A personal interview.

Degree Requirements

[(1) 39 credits of prescribed course work. (2) 3-6 credits of supervised fieldwork. (3) A comprehensive examination or research project. (4) Maintain B average.]

Overview of the Program

Students must successfully complete:

15 credits of Core Education Courses, including 3 credits of supervised fieldwork.

12 credits in advanced pedagogical content in mathematics education.

15 credits in mathematics.

Students who lack full-time experience as a mathematics teacher in grades 7-12 prior to completion of the program must register for 6 credits of supervised student teaching in lieu of the fieldwork requirement.]

A comprehensive written examination or research project is required after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

[Curriculum

- General Education Sequence: ESC 501 (3); ESC 502 (3); [ESC 529 (3)]; ESC 532 (3); and ESC 595 (3) or ESC 596 (6).
- Advanced Pedagogical Content: ESC 740 (3); ESC 742 (3); ESC 748 (3); ESC 749 (3)

- Mathematics: MAT 601 (3); MAT 604 (3); MAT 637 (4); MAT 655 (2); and Mathematics Elective (3)
- Culminating Experience
Research project or comprehensive examination. Students who elect to write a master's thesis must enroll in ESC 706: Research in Problems of Teaching a Specialized Subject (1) and ESC 707 Project Seminar (2). ESC 706 must be taken concurrently with ESC 707.]

3. To:

M.S.ED. PROGRAM IN MATHEMATICS EDUCATION (7-12)

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 7-12, provided all other requirements have been satisfied.

To be eligible for this Mathematics Education Master's Program, candidates must fall into one of the following categories:

Sequence 1 (39- 45 credits). For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 15 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, but who lack professional education coursework.

Sequence 2 (33-39 credits). For candidates who hold a bachelor degree in mathematics only, but who lack professional education coursework.

Sequence 3 (32-35 credits). For teachers who hold a bachelor's degree in mathematics AND a Transitional B Certificate in Mathematics from New York State through special CUNY and NYCDOE programs.

Admission Requirements

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 2.7 or better.
2.
 - **For Sequence 1:** Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 2.7 or better in all mathematics courses taken
 - **For Sequence 2:** Mathematics major
 - **For Sequence 3:** Mathematics major AND NYS Transitional B Certificate
3. Submit scores on the New York State Liberal Arts and Sciences Test (L.A.S.T.) and the New York State Content Specialty Test (C.S.T.) in Mathematics.
4. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.
5. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.
6. A 500-word essay on career goals.
7. A personal interview.

Degree Requirements

Students must consult with a Mathematics Education advisor before starting their master's program and must plan their overall program with the advisor during their first semester of attendance. Students must complete one of the three sequences outlined below:

- Sequence 1.** (1) 36 credits of prescribed course work; (2) 3-6 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.
- Sequence 2.** (1) 30 credits of prescribed course work; (2) 3-6 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.
- Sequence 3.** (1) 30 credits of prescribed course work; (2) 2 credits of supervised fieldwork; (3) A comprehensive examination OR research project (3); and (4) Maintain B average.

Overview of the Program

Sequence 1 students must successfully complete:

- 12-15 credits of Core Education Courses, including 3-6 credits of supervised fieldwork.
- 12 credits in pedagogical content in mathematics education.
- 15 credits in mathematics. Students who lack History of Mathematics as a prerequisite must register for MAT 661.
- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Note: Students who lack full-time experience as a mathematics teacher in grades 7-12 prior to completion of the program must register for 6 credits of supervised student teaching in lieu of the 3 credits of supervised fieldwork.

Sequence 2 (Math Majors who do NOT hold a NYS Transitional B Certificate) students must successfully complete:

- 12-15 credits of Core Education Courses, including 3-6 credits of supervised fieldwork.
- 12 credits in pedagogical content in mathematics education.
- 9 credits in mathematics electives to be chosen in consultation with a program advisor.
- A comprehensive written examination or research project is required after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Note: Students who lack full-time experience as a mathematics teacher in grades 7-12 prior to completion of the program must register for 6 credits of supervised student teaching in lieu of the 3 credits of supervised fieldwork.

Sequence 3 (Math Majors who hold a NYS Transitional B Certificate) students must successfully complete:

- 9 credits of Core Education Courses
- 12 credits in pedagogical content in mathematics education.
- 9 credits in mathematics electives to be chosen in consultation with a program advisor.
- A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.

Curriculum**Sequence 1** (39- 45 credits)

- I. **Core Education Courses: (12-15 credits):** ESC 501 (3); ESC 502 (3); ESC 532 (3); **AND** ESC 595 (3) **OR** ESC 596 (6);
- II. **Pedagogical Content in Mathematics Education (12 credits):** ESC 740 (3); ESC 742 (3); ESC 748 (3); ESC 749 (3);
- III. **Mathematics (15 credits):** MAT 601 (3); MAT 604 (3); MAT 637 (4); MAT 655 (2); MAT 615 (3).
- IV. **Culminating Experience (0-3 credits)**
Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in ESC 706 (1) and ESC 707 (2).

Sequence 2 (33-39 credits)

- I. **Core Education Courses: (12-15 credits):** ESC 501 (3); ESC 502 (3); ESC 532 (3); **AND** ESC 595 (3) **OR** ESC 596 (6);
- II. **Pedagogical Content in Mathematics Education (12 credits):** ESC 740 (3); ESC 742 (3); ESC 748 (3); ESC 749 (3);
- III. **Mathematics (9 credits):** Three graduate electives in mathematics chosen in consultation with a program advisor;
- IV. **Culminating Experience (0-3 credits)**
Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in ESC 706 (1) and ESC 707 (2).

Sequence 3 **Transitional B Sequence** (32-35 credits)

- I. **Core Education Courses: (11 credits):** ESC 501 (3); ESC 502 (3); ESC 532 (3); ESC 595 (2);
- II. **Pedagogical Content in Mathematics Education (12 credits):** ESC 740 (3); ESC 742 (3); ESC 748 (3); ESC 749 (3);
- III. **Mathematics (9 credits)**
Three graduate electives in mathematics chosen in consultation with a program advisor;
- IV. **Culminating Experience (0-3 credits)**
Research project or comprehensive examination. Students who elect to write a Master's thesis must concurrently enroll in ESC 706 (1) and ESC 707 (2).

4. Rationale

These changes are being made to satisfy regulations for teacher education programs as mandated by NCATE and the New York State Education Department.

- 5. Effect on Curriculum Offerings Outside the Department:** The revised program has been developed cooperatively with the Department of Mathematics and Computer Science; the mathematics courses in the program will be offered on a scheduled basis by that department.

- 6. Date of Departmental Approval:** 11/29/07

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

1. **Type of Change:** Variable Credits; Prerequisites; Reelecting Course

2. **FROM:**

ESC 595: Internship in Classroom Teaching. One semester full-time, two supervised/mentored experiences of 20 days each (or other Lehman College approved sequences), [3 credits]. Designed for graduate students who teach full time, the course provides on-site supervisory visits and a weekly seminar. Assigned in-school activities are required. **PREREQ:** [ESC 529 and] a grade of B or better in Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the A.T.S.-W. Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator. **NOTE:** This internship requires formal application and approval the semester prior to the course being taken. It is the student's responsibility to check with the Professional Development Coordinator for meeting and application dates early in the prior semester.

TO:

ESC 595: Internship in Classroom Teaching. One semester full-time, two supervised/mentored experiences of 20 days each (or other Lehman College approved sequences), 1-3 credits. (May be reelected once, with advisor's permission.) Designed for graduate students who teach full time, the course provides on-site supervisory visits and a weekly seminar. Assigned in-school activities are required. **PREREQ:** A grade of B or better in Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the A.T.S.-W. Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator. **NOTE:** This internship requires formal application and approval the semester prior to the course being taken. It is the student's responsibility to check with the Professional Development Coordinator for meeting and application dates early in the prior semester. Credits to be determined in consultation with specific program advisor. Must be taken for a minimum of 2 and a maximum of 6 credits.

4. **Rationale:**

The Department of Middle and High School Education seeks to provide consistent support of novice teachers enrolled in alternative certification routes, particularly during their first two semesters of teaching. To that end, we are proposing that the internship course, ESC 595, be offered for 1-3 variable credits, and that students be allowed to retake it once, allowing them to receive supervision over more than one semester.

ESC 529 is not required in all programs in the department. In these programs, the requirements of ESC 529 are fulfilled through other courses.

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

6. **Date of Departmental Approval:** 11/29/07

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

1. **Type of Change:** Prerequisites

2. **FROM:**

ESC 596: Student Teaching in the Middle and High School Grades. One semester full-time supervised student teaching, two experiences of 20 days each (or other Lehman College approved sequences), 6 credits. Student teaching in the middle and high school grades, plus a weekly seminar. **PREREQ:** [ESC 529 and] a grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the A.T.S.-W. Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator. **NOTES:** (1) Student teaching on both the middle and high school levels is required for New York State certification in business education, English, social studies, foreign languages, science, mathematics, music, health, and art. 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 prior to the course being taken. It is the student's responsibility to check with the Professional Development Coordinator for meeting and application dates early in the prior semester

TO:

ESC 596: Student Teaching in the Middle and High School Grades. One semester full-time supervised student teaching, two experiences of 20 days each (or other Lehman College approved sequences), 6 credits. Student teaching in the middle and high school grades, plus a weekly seminar. **PREREQ:** A grade of B or better in the Content Area Teaching Methods course; an overall index of at least 3.0; a passing score on the A.T.S.-W. Teacher Certification Examination; Departmental permission; and approval from the Professional Development Coordinator. **NOTES:** (1) Student teaching on both the middle and high school levels is required for New York State certification in business education, English, social studies, foreign languages, science, mathematics, music, health, and art. 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 prior to the course being taken. It is the student's responsibility to check with the Professional Development Coordinator for meeting and application dates early in the prior semester

4. **Rationale:**

ESC 529 is not required in all programs in the department. In these programs, the requirements of ESC 529 are fulfilled through other courses.

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

6. **Date of Departmental Approval:** 11/29/07

**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

2. FROM:

ESC 749: Teaching Mathematics in Grades 11 and 12. 3 hours, 3 credits. Methods and materials for teaching mathematical concepts (e.g., real number system, functions, mathematical induction, sequences and series, analytic geometry, transformations, probability, topics in calculus) in the upper grades of high school; problem solving; mathematical modeling; uses of technology (e.g., graphing calculators and computer software); [assessment]. PREREQ: Calculus I and II.

3. TO:

ESC 749: Teaching Mathematics in Grades 11 and 12. 3 hours, 3 credits. Methods and materials for teaching mathematical concepts (e.g., real number system, functions, mathematical induction, sequences and series, analytic geometry, transformations, probability, topics in calculus) in the upper grades of high school; problem solving mathematical modeling; uses of technology (e.g. graphing calculators and computer software) including related social, legal and ethical issues. PREREQ: Calculus I and II.

4. RATIONALE

Changes in Course Description

ESC 749 is a required course in all the sequences leading to certification in Mathematics Education in Grades 7-12. Changes in the course description are needed to satisfy the New York State requirements and NCATE standards regarding the use of technology.

5. Effect Outside the Department: None.

6. Date of Departmental Approval: 11/29/07

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Continuation Criteria.

2. **Change From:**

Practica Prerequisites, Sequence, and Continuation Criteria

There are three prerequisite courses (SPE 718, 721, 726) to the initial enrollment in SPE 729 Clinical Practicum and one pre-requisite/co-requisite course, SPE 725.

Prior to the initial enrollment in SPE 729, students are required to present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by a ASHA certified speech-language pathologist. Students are strongly encouraged to complete all four courses (SPE 718; 721; 726; and 725) prior to initial enrollment in SPE 729. Students who plan to enroll in the SPE 729 3-6 pm clinic are strongly encouraged to take SPE 722: Language Disorders in School Age Children and Adolescents as a pre- or co-requisite.

Prerequisites for SPE 730: Clinical and Classroom Externship in Speech-Language Pathology include successful completion of two semesters of SPE 729 and one semester of SPE 734 and completion of coursework: SPE 721, 722, 723, 725, 726, 728.

Clinical Training Sequence

Prerequisites	1 st Semester Clinical Practicum	2 nd Semester Clinical Practicum
SPE 718, 721, 726 PREREQ/COREQ: 725	SPE 729	SPE 729
PREREQ SPE 725	SPE 734 (optional)	SPE 734

Prerequisites	3 rd Semester Clinical Practicum	4 th Semester Clinical Practicum
Successful completion of two semesters of SPE 729 and at least one semester of SPE 734	SPE 730	SPE 730
	SPE 734 (optional)	SPE 734

3. Change To:

Practica Prerequisites, Sequence, and Continuation Criteria

There are three prerequisite courses (SPE 718, 721, 726), one pre-requisite/co-requisite course, SPE 725, and one half-day pre-clinic orientation prior to the initial enrollment in SPE 729 Clinical Practicum.

Prior to the initial enrollment in SPE 729, students are required present signed and dated documentation of 25 clock hours of observation of clinical practice conducted and/or supervised by a ASHA certified speech-language pathologist. Students are strongly encouraged to complete all four courses (SPE 718; 721; 726; and 725) prior to initial enrollment in SPE 729. Students who plan to enroll in the SPE 729 3-6 pm clinic are strongly encouraged to take SPE 722: Language Disorders in School Age Children and Adolescents as a pre- or co-requisite.

Students enrolling in their first SPE 729 clinical practicum must attend a half-day clinic orientation session scheduled at the beginning of the semester of their first clinical practicum rotation.

Prerequisites for SPE 730: Clinical and Classroom Externship in Speech-Language Pathology include successful completion of two semesters of SPE 729 and one semester of SPE 734 and completion of coursework: SPE 721, 722, 723, 725, 726, 728.

Clinical Training Sequence

Prerequisites	1st Semester Clinical Practicum	2nd Semester Clinical Practicum
SPE 718, 721, 726 PREREQ/COREQ: 725; <u>Initial clinic orientation session</u>	SPE 729	SPE 729
PREREQ SPE 725	SPE 734 (optional)	SPE 734

Prerequisites	3rd Semester Clinical Practicum	4th Semester Clinical Practicum
Successful completion of two semesters of SPE 729 and at least one semester of SPE 734	SPE 730 SPE 734 (optional)	SPE 730 SPE 734

4. Rationale:

- Surveys conducted among graduate students and discussions among our faculty members concluded that specific knowledge regarding clinical policies and procedures needed to be acquired prior to the initial SPE 729 clinical experience.

5. Effect outside the Department: None

6. Date of Dept of Speech-Language-Hearing Science approval: 12/05 /2007

ATTENDANCE FOR FALL 2007

X – Senator Present at the Meeting

Senator	9/26/2007	10/17/2007	11/7/2007	12/12/2007	TOTAL (Times Present)
<i>Afrani, David</i>			X	X	2
<i>Albelda, Vered</i>		X	X	X	3
<i>Alborn, Timothy</i>	X	X	X	X	4
<i>Amaechi, Christopher</i>					0
<i>Bailey, Melisa</i>	X	X	X	X	4
<i>Banoum, Bertrade</i>	X		X		2
<i>Barnes, Catherine N.</i>	X	X	X	X	4
<i>Biggs, Jason</i>					0
<i>Bodden, Laura</i>					0
<i>Bonastia, Christopher</i>	X	X	X	X	4
<i>Boone, Ralph</i>	X	X	X	X	4
<i>Brown, Kadian</i>	X	X	X	X	4
<i>Bullaro, Grace</i>	X			X	2
<i>Calvet, Liliana</i>	X	X	X	X	4
<i>Carey, Rosalind</i>	X	X	X	X	4
<i>Chowdhury, Nusrat</i>	X	X	X	X	4
<i>Clark, Daniel</i>					0
<i>Collado, Michelle</i>		X	X		2
<i>Daci, Halit</i>			X		1
<i>Decker, Corrie</i>	X	X	X	X	4
<i>DeRoo, Zoe</i>					0
<i>Di Paolo, Maria</i>	X	X	X		3
<i>Dixon, Sonica</i>	X		X		2
<i>Dominguez, Alfred</i>	X	X	X	X	4
<i>Efthymious, Jenniffer</i>	X	X	X		3
<i>Em, Carry</i>		X	X	X	3
<i>Enweronye-Okiro, Patrick</i>				X	1

<i>Estévez, Carmen</i>					0
<i>Ezeh, Sylvia</i>		X		X	2
Feinerman, Robert		X	X		2
Fernández, Ricardo R.	X	X	X		3
Fiol-Matta, Licia	X	X		X	3
Fleitas, Joan	X	X	X		3
Fletcher, David	X		X	X	3
Folsom, Christy	X			X	2
Ganjian, Iraj	X	X	X		3
Garanin, Dmitry					0
Gbenga, Ajasin					0
Georges, Catherine	X	X	X		3
<i>Gonzalez, Miguel</i>			X		1
Gottlieb, Marlene	X	X	X	X	4
Graulau, Jeannette	X	X	X		3
Haghighat, Elhum	X	X	X	X	4
Happaney, Keith	X	X	X	X	4
Harushimana, Immaculee	X	X	X	X	4
Holloway, John	X		X	X	3
<i>Hsueh, Tiffany</i>					0
Hurley, Dene		X		X	2
Jacobson, Barbara	X	X	X	X	4
Jafari, Marzie	X		X	X	3
Jervis, James		X	X	X	3
<i>Jeremias, Jason</i>		X	X		2
Johnson, Anne	X				1
Jones, Liesl		X			1
<i>Joseph, Rovna-Lyn</i>	X	X	X	X	4
<i>Khalili, Joseph</i>					0
Kleiman, Susan	X	X	X	X	4
<i>Kulagina, Ksenia</i>	X	X	X	X	4
Kunstler, Robin	X	X	X	X	4

<i>L. Son, Jody Elaine</i>					0
Levitt, Jane	X	X	X	X	4
<i>Lopez, Milagros</i>	X	X			2
<i>Lopez, Rita</i>					0
Lowenstein, David M.	X	X	X	X	4
Magdaleno, Jose	X	X	X	X	4
Marianetti, Marie	X	X	X	X	4
Matthews, Erica	X	X	X	X	4
Mazza, Carl		X	X	X	3
Merzel, Cheryl	X	X	X	X	4
Mineka, John	X	X	X	X	4
<i>Morales-Diaz, Araceli</i>	X		X		2
Munch, Janet	X	X	X	X	4
<i>Myrie, Dermott</i>					0
<i>Negron, Victor E.</i>					0
Niedt, Peter					0
<i>Nnaji, Chikaodinaka</i>		X			1
O'Hanlon, Thomas	X	X	X	X	4
<i>Palaj, Margarita</i>					0
Pant, Hari	X	X	X		3
Papazian, Mary A.	X	X	X		3
Paull, Michael					0
Perry-Ryder, Gail	X		X		2
Philipp, Manfred	X	X	X	X	4
Phillip, Blondeth					0
Pierre, Kendra	X	X	X		3
Polirstok, Susan	X	X	X	X	4
Prohaska, Vincent	X	X	X	X	4
Qian, Gaoyin	X	X			2
Ramos, RoseAnn	X		X		2
Reid, Anne	X	X	X	X	4
Rice, Anne	X		X	X	3

<i>Rose, Jamila</i>					0
Sailor, Kevin	X	X	X	X	4
<i>Salamandra, Christa</i>		X	X		2
Salvatore, Ralph			X		1
Silverman, Helene	X	X	X		3
<i>Swinton, Shaunte</i>					0
Tabachnikov, Ann					0
<i>Tabing, Mary Grace</i>					0
Tananbaum, Duane	X	X	X	X	4
<i>Taveras, Fernando</i>					0
Tegeder, Dannielle		X		X	2
Tilley, Janette	X	X	X	X	4
Totti, Xavier					0
Tramontano, William	X	X	X	X	4
Trimboli, Steven	X	X		X	3
Troy, Robert	X		X	X	3
Tsiamtsiouris, Jim	X	X	X	X	4
<i>Verdejo, Valerie M.</i>	X	X	X	X	4
Voge, Susan	X				1
Watson-Turner, Susan		X	X	X	3
Wheeler, Derek		X	X		2
Whittaker, Robert	X	X	X	X	4
Wilder, Esther	X	X	X	X	4
<i>Williams, Lyda</i>		X	X		2
Xia, Zong-Guo	X	X	X	X	4
Zucchetto, Vincent	X	X	X	X	4
Zuss, Mark	X	X	X	X	4
Zwiren, Martin	X	X	X		3