LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF
ENVIRONMENTAL, GEOGRAPHIC, AND GEOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2. **Course Description:**
   GEP 660: Geovisualization and Analytical Cartography, 6 hours (2 lecture, 4 lab), 4 credits. Creating maps using advanced Geographic Information Science (GISc) techniques with a focus on understanding cartographic conventions and principles of good cartographic design, and analysis of complex spatial data through geovisualization methods. Maps will be studied critically in terms of their creation, interpretation, and relationship to space and place. PREREQ: GEP 504 or GEP 505 or instructor’s permission.

3. **Rationale:**
   This course will serve as an elective in the graduate GISc Certificate program and support the GISc program and other EGGS Department coursework. GISc graduate students need to have the opportunity to learn advanced cartographic and GISc techniques and have a more in depth treatment of critical GISc issues.

4. **Learning Objectives (By the end of the course students will be expected to):**
   - Understand cartographic conventions, principles of good cartographic design, and aesthetics, in order to create effective maps.
   - Recognize, appreciate, and utilize good cartographic principles in order to correctly interpret maps and communicate information and ideas.
   - Perform analysis of complex spatial data through geovisualization.
   - Understand the critical and social implications of maps and GISc.

5. **Date of Departmental Approval:**
   March 25, 2010
LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION
CURRICULUM CHANGE

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

2. **Course Title and Description:** ESC 503. Community Change Model: Service-Learning Applied to Community Concerns and Problems. 3 hours (2 lecture, 1 lab), 3 credits. Design and implement Community Change Model to engage youth and adults to both analyze and address community problems and concerns. Examine critical questions; conduct print and non-print research; and conduct community surveys, interviews and focus groups.

3. **Rationale:** The Department of Middle and High School Education is thinking about creating a potential MA degree in service learning, career exploration and development but first wants to assess student interest in such a program by offering an initial course. Service-learning has been recognized as a critical and necessary learning experience by President Obama, the New York City Department of Education, CUNY, Lehman College and the National Youth Leadership Council (www.nylc.org). This course will prepare educators and human service professionals to design and implement structured service-learning and community development programs.

4. **Learning Objectives (By the end of the course students will be expected to):**
   - Explain the concepts of service-learning and community improvement.
   - Identify appropriate grades 7-12 learning standards to be addressed by the service-learning projects.
   - Design an effective service-learning program that addresses community concerns and problems.
   - Assess outcomes on the community of service-learning programs.
   - Research scientific literature to review recent programs and their effectiveness.
   - Design effective assessment instruments to determine student learning.

5. **Date of Department Approval:** April 8, 2010
LEHMANN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF MUSIC

CURRICULUM CHANGE

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

2. **Course Description:**
MSP 765: Assessing Public School instrumental Music. 2 hours, 2 credits.
A survey of public school instrumental music programs, through a systematic study of instrumental music for concert band, including instructional methodology, objectives and musical literature.

3. **Rationale:**
Assessment of the effectiveness of performance literature leads to a greater success in long-term goals and planning for the Public School Concert Band. In addition, offering a laboratory performance, as well as the peer networking between music educators involved in the class, provides an unparalleled opportunity to broaden one’s knowledge of the literature and both ensemble and instrumental teaching methods.

4. **Learning Objectives (By the end of the course students will be expected to):**
   - Assess band music through hands-on performance.
   - Identify annual, biannual, and triannual goals for ensemble playing.
   - Perform in an ensemble.
   - Read classical literature, as well as new selections for smaller ensembles and band.
   - Identify, assess and resolve problems encountered in teaching instrumental and band classes in the public schools.
   - Play secondary instruments in addition to primary instruments.
   - Select musical material appropriate for specific school needs.
   - Analyze and apply different teaching styles.
   - Participate in both intramural and extramural performances.
   - Demonstrate assessment methods and procedures for evaluating ensembles’ growth.
   - Develop networking skills to get a broader perspective of performance practice and successful literature used in public school instrumental music programs.

5. **Date of Departmental Approval:** April 12, 2010
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DEPARTMENT OF MUSIC 

CURRICULUM CHANGE 

1. Type of change: Experimental Course 

2. Course Description: 
MSP 783: Rhythmic Concepts of India and Ghana. 2 hours, 2 credits. An introduction to playing techniques and rhythmic concepts from two significant non-Western musical traditions: Ewe drumming of West Africa and North Indian classical music, including Ewe drumming techniques; traditional polyrhythmic ensemble; and Indian classical approaches to rhythm, meter and rhythmic vocalization. (Suitable for all music practitioners; percussion specialization not required.) 

3. Rationale: The musical styles covered in this course will present new approaches to counting and rhythmic structure that are of use to educators at all academic levels. The polyrhythms of Ewe drumming are excellent tools for developing ensemble “groove” and listening skills. The Indian classical approach to counting and subdivision, based on “left-brained” verbalizations rather than “right-brained” numbers, provides a unique basis for both composition and improvisation. Neither tradition is based on written notation, making them accessible to students without previous musical training, while also facilitating a different approach to learning for students currently in a music program. 

4. Learning Objectives (By the end of the course students will be expected to): 
- Visually and aurally discriminate various Ewe instruments. 
- Count and play a selection of Ewe rhythms in the proper regional/traditional style. 
- Demonstrate proper playing technique on various Ewe instruments. 
- Count a classical Indian composition with the proper syllables, while marking the taal. 
- Visually and aurally discriminate various classical Indian instruments. 
- Demonstrate an understanding of the cultural and historical contexts of the music covered in the course. 
- Develop lesson plans for student populations. 

5. Date of Departmental Approval: April 12, 2010
LEHMANN COLLEGE/CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SOCIAL WORK

M.S.W. Program

Major Codes: 927, 928, 929
Code: 210400
Code: 29654

HEGIS
State Education Code: 210400
Code: 29654

Informational Item

The following information is for transmittal to the New York State Department of Education:

All 3-credit M.S.W. courses are 3-hour hybrid courses, requiring 2 hours of classroom instruction and 1 hour of asynchronous learning each week.

This note appears on page 122 of the 2009-2011 Lehman College Graduate Bulletin.