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3 **Minutes of**
4 **Lehman College Senate Meeting**
5 **Wednesday, April 18, 2018**
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9 **Senators Present:** Acevedo, J.; Alborn, T.; Ali, T.; Amend, A.; Arias Bueno, M.; Baba, N.; Badillo,
10 D.; Bergmann, R.; Budescu, M.; Burt, K.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Clark, V.;
11 Conner, P.; Cruz, J.; Davis, A.; Deckman, S.; Farrell, R.; Fayne, H.; Finger, R.; Hyman, D.; Jordan,
12 S.; Kolade, B.; Machado, E.; Magdaleno, J.; Mak, W.; Manier, D.; Marianetti, M.; Markens, S.;
13 Marshall, A.; Martín, Ó.; Mathew, J.; McCabe, J.; McKenna, C.; McNeil, C.; Munch, J.; Oh, H.;
14 Phillips, M.; Prince, P.; Rampersaud, W.; Registe, K.; Rice, A.; Rivera-McCutchen, R.; Rosario, Y.;
15 Sailor, K.; Schlesinger, K.; Scott, K.; Shanley, D.; Singh, S.; Sisselman, A.; Tananbaum, D.;
16 Trimarchi, Y.; Trujillo, K.; Valentine, R.; Wangerin, R.; Wynne, B.; Yates, S.

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18 **Senators Absent:** Abdulrahman, A.; Ahmed, I.; Al Qadi, T.; Assoumanou, S.; Atif, I.; Austin, L.;
19 Bazile, S.; Bhawanidin, E.; Bhuiya, S.; Blachman, S.; Cabrera, S.; Calderon, P.; Capote, N.; Clever,
20 R.; Codrington, N.; Crawford, S.; DeJaynes, T.; DiBello, M.; DiRaimo, S.; Doyran, M.; Eleyinafe,
21 O.; Encarnacion, D.; Eshun, Y.; Latimer, W.; Feliz, M.; Fera, J.; Forde, A.; Gandia, A.; Gerry, C.;
22 Gilles, Z.; Gomez, E.; Gomez, P.; Graulau, J.; Gyeabour, K.; Herrera, B.; Jeronimo, C.; Johnson, M.;
23 MacKillop, J.; Mayi, A.; McDonnell, O.; Nolli Gasper, S.; Okechukwu, I.; Pettipiece, D.; Prohaska,
24 V.; Sabab Sawonto, M.; Salazar, S.; Sarmiento, R.; Sauane, M.; Sen, G.; Sosnovskiy, O.; Suleiman,
25 H.; Ulysse, V.; Wright, C.; Yavuz, D.

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28 The meeting was called to order by President José L. Cruz at 3:37 p.m.
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30 **1. Approval of the Minutes**

31 The minutes of the March 28, 2018 Senate meeting were approved by voice vote with one
32 correction: that the issues that were discussed by Mr. Wil Rampersaud are reflected as a
33 personal remark.
34

35 **2. Announcements and Communications**

36 **a. Report of the President**

37 Dr. Cruz welcomed all to the Senate and introduced Esdras Tulier, who has returned to the
38 College as Interim Executive Counsel to the President and Labor Designee. He also

39 introduced Susan Ebersole as the new VP of Institutional Advancement and Executive
40 Director of the Lehman College Foundation.

41
42 Dr. Cruz reported on the Lehman College Foundation's 50th Anniversary gala, which he
43 explained was a major success. The event brought in over \$600,000 that would support the
44 College's scholarships and programs in addition to new benefactors who were excited about
45 Lehman and its mission.

46
47 Dr. Cruz informed all that there is an ongoing search on campus for the position of dean of
48 the School of Arts and Humanities and of the School of Continuing and Professional Studies.
49 He urged all to participate.

50
51 Dr. Cruz announced that the State of the College Address, which was scheduled for April
52 30th at 3:30 in the Music Building of room 306, would provide an overview of the past 50
53 years as well as the College's progress to date.

54
55 *See Attachment I*

56
57 **b. Student Legislative Assembly—**

58 Mr. Jose Acevedo informed all that, at the last meeting of student senators, two key points
59 were discussed. The first was that there was some progress being made concerning the
60 recruitment policy, the second was in regards to the list of experiential learning courses,
61 which Mr. Acevedo expressed would provide students with a number of options from which
62 to choose.

63
64 **REPORTS OF STANDING COMMITTEES—**

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66 **1. Graduate Studies**

67 There was no report.

68
69 **2. Governance Committee**

70 Professor Duane Tananbaum presented the slate of nominees to serve on Senate committees. He
71 informed all that the Governance Committee ensured that each school would be equally represented
72 on all of the committees. There were no nominations from the floor and a motion was made to
73 approve the slate. The slate was approved by unanimous voice vote.

74
75 Prof. Tananbaum presented the candidates from Subcommittee 2. There was a motion to nominate
76 Professors Renuka Sankura, Linda Scheetz, and Robert Schneiderman. All were approved by
77 unanimous voice vote.

78
79 Prof. Tananbaum presented the candidates for Pathways Subcommittee 1. All nominees were asked
80 to submit a 150 word statement, which was presented to the Senate. Prof. Tananbaum asked all
81 voting members of the Senate to vote for three of the six nominees and ballots were distributed.
82 Anne Rice, David Badillo, and Devrim Yavux were elected by majority vote.

83
84 *See Attachment II*

85
86 The next meeting was scheduled for May 3rd at 1:30 p.m. in Carman 201.

87 **3. Committee on Admissions, Evaluations and Academic Standards**

88 Prof. Penny Prince presented the list of graduate and undergraduate degree candidates for approval,
89 which was contingent upon each candidate's completion of the requirements for graduation. All
90 were approved by unanimous voice vote.

91
92 Prof. Penny Prince also informed all that an update on the subcommittee and admissions process
93 would be provided in time for the upcoming meeting in May.

94 95 **4. Undergraduate Curriculum**

96 Professor David Hyman presented proposals for curriculum changes in the following departments:
97 Economics and Business; Latin American, Latino, and Puerto Rican Studies; Middle & High School
98 Education; Music, Multimedia, Theatre, & Dance; and Physics & Astronomy. All were approved by
99 unanimous voice vote.

101 Prof. Hyman also presented informational items on experiential learning objectives and an
102 experimental course in the department of Earth, Environmental, and Geospatial Sciences.

103

104 *See Attachment III*

105

106 The next meeting was scheduled for May 9th at 1:00 p.m. in SC 1405A.

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108

109 **5. Academic Freedom**

110 There was no report.

111

112 The next meeting was scheduled for April 25th at 4:45 p.m. in Gillet Hall 103.

113

114 **6. Library, Technology, and Telecommunication**

115 Professor Stephen Castellano presented the report and discussed announcements from the Library,
116 Division of Information Technology, and concerning Blackboard.

117

118 *See Attachment IV*

119

120 The next meeting was scheduled for May 2nd at 11:00 a.m. at CUNY on the Concourse for a tour
121 of Lehman's Virtual Reality Lab.

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123 **7. Campus Life and Facilities**

124 There was no report.

125

126 The next meeting was scheduled for May 9th at 1:00 p.m. in Shuster B018.

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128 **8. Budget and Long-Range Planning**

129 Professor Haiping Cheng presented the second half of the budget report for the second quarter of
130 fiscal year 2018. He also briefly discussed the financial report of the Lehman Foundation and the
131 fiscal year 2017 recovery budget for the Lehman Grant and Contracts Office; Prof. Cheng expressed
132 that he would discuss both topics in further detail at the next Senate meeting.

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See Attachment V

The next meeting was scheduled for May 2nd at 1:30 p.m. in Shuster 336.

9. University Faculty Senate Report

There was no report.

Old Business----None.

New Business----Professor Alan Kluger reported on his activities since his designation as ombudsman. The issues that were encountered include an ongoing case involving retirement benefits, a case on expediting the response of an adjunct faculty member to a student's concern about a grade, the assignment of email for new faculty, and concerns regarding tenure and promotion criteria as described to faculty by the leadership of respective academic departments.

See Attachment VI

ADJOURNMENT

The meeting was adjourned at 4:29 p.m.

Respectfully submitted:

Esdras Tulier



President's Report Lehman College Senate

José Luis Cruz
@LehmanPresident

April 18, 2018

Governmental Affairs

New York State Budget: The FY2019 State Enacted Budget for senior colleges totals \$2.53 billion, an increase of \$97.3 million or 4% over the current year. The increased budget funds the projected fringe benefit increase of \$43.5 million and approves \$31.3 million in revenue appropriations to accommodate a \$200 annual tuition increase. The budget also includes \$118 million to support the second phase of the Excelsior Scholarship. The budget also includes \$369.7 in new capital funds of which \$284.2 is for senior college critical maintenance appropriations.

New York City Budget: Late last month, I presented our College's budget priorities to the Bronx delegation of the City Council. They were well-received by the membership. Negotiations will continue well into June, and I will keep you posted on developments.

Lehman College Foundation 50th Anniversary Gala

Our gala officially kicked off our 50th anniversary celebrations, and it was a spectacular event.

We owe a debt of thanks to our honorees: Phyllis and Ivan Seidenberg, Joanne Walsh Stavrou and Christopher Stavrou, the Lehman Lash family, and Kerry Washington. Thanks to the star power of Ms. Washington, who was in New York on a media tour for her television series, *Scandal*, Lehman was mentioned in international media outlets.

As always, our students were the real stars of the show. The Lehman Jazz Ensemble performed during the cocktail reception. Lehman students conducted interviews for BronxNet, members of our Urban Male Leadership Program and several Lehman scholars served as wonderful ambassadors for the College. I am grateful to everyone who supported the event, and to those who worked so hard to make it a success.

Lehman Lecture

John B. King, who leads The Education Trust, delivered a powerful challenge to the Lehman community during his keynote address at the 49th annual Lehman Lecture. He urged the College to reflect on how, in pursuing our 90x30 challenge, we can make greater inroads in improving equal access and opportunity for all. Prior to the lecture, Dr. King spent several hours on campus meeting with faculty and students. Thanks to Dean Deborah Shanley, Karen Fairclough, and everyone in the School of Education and Provost's Office who organized such a great event.

Searches

Starting this week, candidates for the positions of dean for the School of Arts and Humanities and School of Continuing and Professional Studies will visit the campus for interviews and open forums. Details on the candidates and the interview schedules are posted on Lehman Connect.

Commencement

Lehman's 50th commencement exercises will take place on Thursday, May 31. We are very proud to award the degree of doctor of humane letters to Jacob Judd, Lehman's professor emeritus of History. Andre Aciman ('73), author of the critically acclaimed novel, *Call Me by Your Name*, will receive the Alumni Achievement Award and deliver the commencement address.

Gilman Honor

Earlier this month, Lehman was named a Top Producing Gilman Institution for 2016-17. In that year, 13 Lehman students were selected to study abroad through this prestigious program.

State of the College Address

I invite you all to attend the State of the College address on Monday, April 30 at 3:30 pm in the Music Building, room 306. Space is limited, so please reserve a seat by emailing events.rsvp@lehman.cuny.edu.



LEHMAN
COLLEGE



90x30

Faculty Serving to June 2019

Academic Freedom

Ruth Wangerin ANT
Richard Desrochers MMTD
Donna McGregor, CHE

**Admissions, Evaluations,
Academic Standards**

Thomas O'Hanlon, JCT
Andrei Jitianu, CHE
Penny Prince, MMTD

**Budget and Long Range
Planning**

Daniel Kabat, PHY/AST
Sheila Blachman CLLSE
Gul Tiraki, HS

**Library, Technology and
Telecommunications**

Sherry Deckman, MHSE
Stephen Castellano, IT
Chul-Young Roh HS

Campus Life and Facilities

Mark Christian, AAAS
Alyse Anekstein CLLSE

Undergraduate Curriculum

Yuri Gorokhovich, EEGS
Mary Phillips AAAS
Lynn Rosenberg, SLHS

Graduate Studies

Joseph McElligot, ENG
Cheryl Smith Gabig, SLHS
Janet DeSimone, CLLSE

Nominees for 2-Year Terms through June 2020

(Italics means incumbent)

Academic Freedom

David Manier, PSY
Mohan Vinjamuri, SW

Admissions, Evaluations, Academic Standards

Sandra Campeanu, PSY
Andrea Boyar, HS
Linda Scheetz, NUR

Budget and Long Range Planning

Haiping Cheng, BIO
Mia Budescu, PSY
Alexander Nunez Torres, ECO/BUS

Library, Technology and Telecommunications

Jennifer McCabe, MMTD
Jennifer Van Allen, CLLSE
Devrim Yavuz, SOC

Campus Life and Facilities

Kofi Benefo, SOC
Wingyun Mak, PSY
Janis Massa, ENG
Jennifer Collett, ECCE (one year term)

Undergraduate Curriculum

Vincent Prohaska, PSY
David Hyman, ENG
Daniel Stuckart, MHSE

Graduate Studies

Lalitha Samuel, HS
Carl Mazza, SW
Edward Kennelly BIO

**Lehman College Association For
Campus Activities, Inc.**

(Terms Expire 6/2018)

Andrea Boyar, HS
Grace Bullaro, ENG
David Manier, PSY

(6 nominees needed)

Andrea Boyar, HS
Grace Bullaro, ENG
David Manier, PSY
David Font-Navarrete, MMTD
Wendell Cooper, MMTD
Eva-Maria Sofianos, CMP

Auxiliary Enterprises Corporation

(Term Expires 6/2018)
Peter Alexanderson, ECO

(2 nominees needed)

Jennifer McCabe, MMTD
Tanja Haxhoviq, MAT

Pathways Subcommittee Candidates: 3 nominees to be chosen for each subcommittee
(statements from candidates for subcommittee 1 to follow)

Subcommittee 1 – English Composition, Creative Expression, World Cultures and Global Issues, and U.S. Experience in Its Diversity:

David Badillo, Latin American, Latino, and Puerto Rican Studies
Sergio Caceres, Early Childhood and Childhood Education
Sharon Jordan, Art
Deirdre O'Boy, English
Anne Rice, African and African American Studies
Devrim Yavuz, Sociology

Subcommittee 2 – Mathematical and Quantitative Reasoning, Life and Physical Sciences, Scientific World, and Individual Society:

Renuka Sankura, Biology
Linda Scheetz, Nursing
Robert Schneiderman, Math

David Badillo

I am willing to serve and perform the required duties of evaluating course submissions in the categories of U.S. Experience in its Diversity, World Cultures, Creative Expression, and English Composition on CUNY Pathways Subcommittee 1. I would apply even-handedly the applicable academic standards while interacting professionally with faculty colleagues from other CUNY campuses at required meetings and in related capacities. My service draws on administrative, scholarly, and related experience and expertise to help insure University-wide uniformity and coherence in course and curriculum content, as demonstrated by analyzing syllabi and assessing student learning outcomes fairly, as well as closely monitoring the general academic integrity of new course submissions from within the City University of New York.

Anne Rice

As then chair of CAEAS, I was involved in the original discussions of implementation of Pathways at Lehman College. At the departmental level, I created descriptions for Africana Studies for the courses that would be approved for the various "buckets." This work prepared me well for my service on the Subcommittee on English Composition, Creative Expression, World Cultures and Global Issues, and US Experience in its Diversity during the Spring of 2013 and AY 2013-14. I learned a great deal from my service on this subcommittee and would welcome the chance to serve again.

Devrim Yavuz

I was fortunate enough to participate in the first ad hoc committee that considered Lehman classes for the World Cultures and Global Issues concentration and look forward to contributing in a wider capacity. As a sociologist with interdisciplinary and cross-cultural teaching interests, which lie between sociology, history and political economy and span the Middle East, Europe, Latin America and the US, I will be an advocate for a wide range of courses that empower CUNY students to become well-rounded scholars and individuals. As a member of the Lehman community who has participated in quantitative reasoning, writing across the curriculum and critical thinking workshops, along assessment efforts, I will use my membership in the Pathways committee to strike an acceptable balance between rigorous intellectual training, timely graduation and our own academic freedom as educators -something I highly value due to my relatives' experiences as academics in a more authoritarian political setting.

Sharon Jordan

Assistant Professor, Art Department

I have been on the Art Department's Curriculum Committee for four years and served previously on the College of Arts and Humanities Curriculum committee. Through these, and by serving on the Senate, I have become well-versed in reviewing and preparing curriculum proposals.

I am interested in serving on the Pathways sub-committee #1 as it aligns with my long-term interests in developing and maintaining a curriculum that best serves Lehman students. I regularly teach undergraduate and graduate lectures and seminars in traditional, hybrid and fully-online formats for the Art Dept and LEH courses. I am familiar with various course formats including lecture, lab and experiential courses and familiar with the Creative Expressions area of Pathways as one of two faculty members in the Art Dept who successfully submitted our core introductory courses to this area when Pathways began.

Deirdre O'Boy

Deirdre O'Boy is Lecturer and Assistant Chair of the Department of English, as well as Director of the CUNY Institute for Irish-American Studies. She completed her B.A. in English at Pace University, and her M.A. in English at Fordham University. She recently completed a second M.A. in Irish and Irish American Studies at New York University. Her current research is on globalization and migration in contemporary Irish literature. O'Boy teaches literature and composition courses for the English Department, and was the leader of the Department's committee on Pathways general education curriculum. She designed syllabi, learning goals and objectives, for all 100-200 level courses.

Dr. Sergio Caceres

Greetings distinguished members of Lehman College Faculty Senate.

My name is Serge Caceres. I am a school principal and an Adjunct Assistant Professor at Lehman Early Childhood Department. I teach ECE 300 and EDE 714. In both courses, students author essays and research papers through the lens of world cultures, global issues and diversity in the classroom. Students are exposed to various genres of writing while expressing their views through world cultures and global topics.

A core component of my teaching is helping students understand what diversity and inclusion mean. It's important for students to understand how urban populations grow and cities become

mini-global spaces where people from diverse background negotiate many essential things like language, ethnicity, gender, religion, and educational views.

Therefore, by being part of this subcommittee, I can share my views, experience, and ideas on Diversity expressed through different world cultures, Global Issues which impact our U.S. Experience as Diverse communities.

Senate Meeting – April 18, 2018**Undergraduate Curriculum Committee (UCC) Report**

The following proposals were approved unanimously by the UCC, with a quorum present on March 28, 2018 (8 of 10 members in attendance):

A quorum was present (8 of 10 members present).
All votes taken were unanimous.

1. Economics and Business
 - Change degree BS accounting
 - Change degree BA economics
 - Change degree BS economics & math
 - Change minor economics
 - New course BBA 338
 - Change pre-req BBA 339
 - New course BBA 434
 - Eliminate note ECO 302
 - Change desc, credits, hours, pre-req ECO 402
2. Languages and Literatures
 - New minor Irish studies
3. Latin American, Latino and Puerto Rican Studies
 - Withdraw LPR 343
4. Middle & High School Education
 - Change title, desc, credits, hours ESC 485
5. Music, Multimedia, Theatre & Dance
 - Change degree – BFA
 - Change degree – BA Dance
 - Change degree – BA Theatre
 - New minor somatic studies
 - New course DNC 204
 - New course DNC 213
 - New course DNC 222
 - New course DNC 313
 - New course DNC 340
 - Change title, desc, DNC 203
 - Change title DNC 304
 - Change title DNC 412
6. Physics & Astronomy
 - Change degree BS physics
 - Change degree BA physics
 - Change minor physics
 - Change pre-req AST 306
 - Change pre-req PHY 306
 - Change pre-req PHY 400

Informational Items:

1. Experiential Learning Objectives (ELO) as assigned by the Integrative Learning Council
2. Earth, Environmental and Geospatial Sciences
 - Experimental course GEP 380

Next meeting: May 9, 2018, 1 p.m., SC 1405A

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of change:** New Course (experimental)

2.

Department(s)	Earth, Environmental and Geospatial Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 380
Course Title	Emerging Methods and Techniques in Geographic Information Science (GISc)
Description	Current and innovative issues, technologies, and methods in the field of Geographic Information Science. Topics may include Critical Cartography; Web Mapping; and New Technologies for Analysis.
Pre/ Co Requisites	GEP 204 or GEP 205, or Departmental permission
Credits	3 (may be repeated for up to 9 credits)
Hours	4 (2 lecture, 2 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course will serve as an elective in the undergraduate EEGS Dept. Programs, including Geography major, Environmental Science major, GISc Certificate, and EEGS Dept. minor programs. Understanding specialized issues in the discipline and keeping current with emerging trends and technologies is essential students concentrating in GISc.

4. Learning Outcomes (By the end of the course students will be expected to):

Learning Objectives will vary by the specific topic of the course, but include:

- Demonstrate a thorough familiarity and in-depth knowledge of the course topic;
- Apply the concepts of the course to an over-arching geographical framework, and specifically to their own research questions;
- Understand the inter-relationships between the course topic and the broader range of spatial issues encountered when solving real-world problems;
- Use the topic material in quantitative and qualitative analysis, as appropriate.
- Analyze and interpret data, and present scientific findings in written, graphic, and oral formats.

5. Date of Departmental Approval: February 20, 2018

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Accounting, B.S. (63 Credit Major)

Hegis Number: 0502.00

Program Code: 02567

Effective Term: Spring 2019

1. **Type of Change:** Change in Department Program Requirement

2. **From:**

To earn the B.S. in Accounting, a student must complete a total of 120 credits, 60 of which must be in liberal arts.

Effective Fall 2009, college CPA programs registered with the New York State Education Department must offer a curriculum consisting of a minimum of 150 credit hours. In line with this change, as of Fall 2009, the Department of Economics and Business offers, in addition to the B.S. in Accounting, an M.S. in Accounting program for those students who choose to take the additional 30 credits toward this graduate degree. However, specific admission requirements are in place to gain admittance to the M.S. in Accounting program. Contact the Department for details.

Professional Credits (60)

6 in economics: ECO 166-167

33 in accounting: ACC 171, 272, 334-335, 342, 348, 439-440, 441, 442, 444

3 in one ACC elective to be chosen from ACC 445, 446, or 449

6 in law: BBA 336-337 ~~or BBA 339-340~~

6 in finance: BBA 207 and either BBA 308 or BBA 310

6 in quantitative methods for business: BBA 303-403

Credits in Other Departments (3)

3 in business writing: ENW 300

NOTE: All students are admitted to this major on a provisional basis. The B.S. in Accounting major is designed to help students prepare for professional certification in Accounting. To enroll and/or maintain matriculation in the B.S. in Accounting major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or

continue in the B.S. in Accounting major but can enroll in, or change to, the B.A. in Accounting major or a minor in Accounting.

3. To:

To earn the B.S. in Accounting, a student must complete a total of 120 credits, 60 of which must be in liberal arts.

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NOTE: All students are admitted to this major on a provisional basis. The B.S. in Accounting major is designed to help students prepare for professional certification in Accounting. To enroll and/or maintain matriculation in the B.S. in Accounting major, students must attain a minimum cumulative index of 2.7 (B-) in the first four required Department courses completed at Lehman College that count toward the major. Only the first grades earned in each course are counted in computing the index. Students who fail to attain and maintain this minimum index will not be allowed to enter or continue in the B.S. in Accounting major but can enroll in, or change to, the B.A. in Accounting major or a minor in Accounting.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

BBA 340 hasn't been offered in many years and the department has plans to remove this course permanently. Therefore, the combination of BBA 339 and BBA 340 hasn't been available to student since at least 2012.

5. Date of departmental approval: 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Economics, B.A.

Hegis Number: 2204.00

Program Code: 34023

Effective Term: Spring 2019

1. **Type of Change:** Change in Degree Requirement

2. **From:**

Economics, B.A. (34-Credit Major)

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

Core Course Requirements (22 credits):

12 in economic analysis:

		Credits
ECO 166	Introduction to Macroeconomics	3
ECO 167	Introduction to Microeconomics	3
ECO 300	Intermediate Macroeconomics	3
ECO 301	Intermediate Microeconomics	3

10 in quantitative methods:

ECO 302	Economic Statistics	3
ECO 402	Econometrics	3
MAT 174	Elements of Calculus	4
Or		
MAT 175	Calculus I	4

Elective Courses (12 credits):

Select four courses from the following list:

ECO 305 Consumer Economics	3
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ECO 306 Money and Banking	3
ECO 311 Public Economics	3
ECO 322 Economic History of Developing Countries	3
ECO 323 Economic Development in Latin America	3
ECO 324 International Economics	3
ECO 326 Labor Economics	3
ECO331 Industrial Organization and Regulation	3
ECO 338 Law and Economics	3
ECO 401 Introduction to Mathematical Economics	3
ECO 431 Managerial Economics	3
BBA 310 Security and Investment Analysis	3

3. To:Economics, B.A. (35 Credit Major)

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

Core Course Requirements (22 credits):**12 in economic analysis:**

	Credits
ECO 166 Introduction to Macroeconomics	3
ECO 167 Introduction to Microeconomics	3
ECO 300 Intermediate Macroeconomics	3
ECO 301 Intermediate Microeconomics	3

11 in quantitative methods:

ECO 302 Economic Statistics	3
ECO 402 Econometrics	<u>4</u>
MAT 174 Elements of Calculus	4
Or	
MAT 175 Calculus I	4

Elective Courses (12 credits):**Select four courses from the following list:**

ECO 305 Consumer Economics	3
ECO 306 Money and Banking	3
ECO 311 Public Economics	3

ECO 322 Economic History of Developing Countries	3
ECO 323 Economic Development in Latin America	3
ECO 324 International Economics	3
ECO 326 Labor Economics	3
ECO331 Industrial Organization and Regulation	3
ECO 338 Law and Economics	3
<u>ECO 344 Economic Evaluation of Health Programs</u>	<u>3</u>
<u>ECO 345 Health Economics</u>	<u>3</u>
ECO 401 Introduction to Mathematical Economics	3
ECO 431 Managerial Economics	3
BBA 310 Security and Investment Analysis	3

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

ECO 344 and ECO 345 are approved courses that are added to provide additional elective choices to economic majors, particularly for those who wish to pursue careers or graduate studies in health economics.

BA in Economics is changed to a 35 credits program due to the requested change in credit hours for ECO 402 Econometrics to 4 credits because of the incorporation of applied work through a capstone research project using statistical and econometric software.

5. Date of departmental approval: 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Economics and Mathematics, B.A.

Hegis Number: 2204.00

Program Code: 36853

Effective Term: Spring 2019

1. **Type of Change:** *Change in Degree Requirements*

2. **From:**

Economics and Mathematics, B.A. (56-57 Credit Major)

Program Description: ~~56-57~~ Credits Major in Economics and Mathematics

Course Description:

Foundation Courses (22 credits)

		Credits
ECO 166	Introduction to Macroeconomics	3
ECO 167	Introduction to Microeconomics	3
ECO 302	Economic Statistics	3
ECO 402	Econometrics	3
MAT 175	Calculus I	4
MAT 176	Calculus II	4

Requirements (25 credits)

ECO 300	Intermediate Macroeconomics	3
ECO 301	Intermediate Microeconomics	3
ECO 401	Introduction to Mathematical Economics	3
MAT 226	Vector Calculus	4
MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 313	Elements of Linear Algebra	4
MAT 330	Probability and Statistics	4

Electives (9-10 credits)

One Mathematics course to be chosen from the list below:

MA 347	Game Theory and Linear Programming	3
MAT 349	Operations Research	4
MAT 424	Partial Differential Equations and Applications	4

Two Economic courses to be chosen from the list below:

ECO 305	Consumer Economics	3
ECO 306	Money and Banking	3
ECO 311	Public Economics	3
ECO 322	Economic History of Developing Countries	3
ECO 324	International Economics	3
ECO 326	Labor Economics	3
ECO 331	Industrial Organization and Regulation	3
ECO 338	Law and Economics	3
ECO 431	Managerial Economics	3

3. To:**Economics and Mathematics, B.A. (57-58 Credit Major)**

Program Description: 57-58 Credits Major in Economics and Mathematics

Course Description:**Foundation Courses (22 credits)**

		Credits
ECO 166	Introduction to Macroeconomics	3
ECO 167	Introduction to Microeconomics	3
ECO 302	Economic Statistics	3
ECO 402	Econometrics	<u>4</u>
MAT 175	Calculus I	4
MAT 176	Calculus II	4

Requirements (25 credits)

ECO 300	Intermediate Macroeconomics	3
ECO 301	Intermediate Microeconomics	3
ECO 401	Introduction to Mathematical Economics	3
MAT 226	Vector Calculus	4
MAT 301	Applied Statistics and Computer Analysis for Social Scientists	3
MAT 313	Elements of Linear Algebra	4
MAT 330	Probability and Statistics	4

Electives (9-10 credits)**One Mathematics course to be chosen from the list below:**

MA 347	Game Theory and Linear Programming	3
MAT 349	Operations Research	4
MAT 424	Partial Differential Equations and Applications	4

Two Economic courses to be chosen from the list below:

ECO 305	Consumer Economics	3
ECO 306	Money and Banking	3
ECO 311	Public Economics	3
ECO 322	Economic History of Developing Countries	3
ECO 324	International Economics	3
ECO 326	Labor Economics	3
ECO 331	Industrial Organization and Regulation	3
<u>ECO 344</u>	<u>Economic Evaluation of Health Programs</u>	<u>3</u>
<u>ECO 345</u>	<u>Health Economics</u>	<u>3</u>
ECO 338	Law and Economics	3
ECO 431	Managerial Economics	3

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

ECO 344 and ECO 345 are approved courses that are added to provide additional elective choices to economic majors, particularly for those who wish to pursue careers or graduate studies in health economics.

BA in Economics is changed to a 35 credits program due to the requested change in credit hours for ECO 402 Econometrics to 4 credits because of the incorporation of applied work through a capstone research project using statistical and econometric software.

5. Date of departmental approval: 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

Name of Program and Degree Award: Economics Minor
Effective Term: Spring 2019

1. **Type of Change:** Change in Minor requirement=

2. **From:**
Economics minor

This minor consists of:

		Credits
ECO 300	Intermediate Macroeconomics	3
ECO 301	Intermediate Microeconomics	3
ECO 302	Economic Statistics	3
And		
One elective course		

One elective course: 300-and 400-level with ECO prefix.

~~Not open to students majoring in Business Administration or Accounting.~~

3. **To:**
Minor in Economics

This minor consists of:

		Credits
ECO 300	Intermediate Macroeconomics	3
ECO 301	Intermediate Microeconomics	3
ECO 302	Economic Statistics	3
And		
One elective course		

One elective course: 300-and 400-level with ECO prefix.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

This change doesn't affect learning outcomes. There is no overlapping of courses required for this minor for students who are majoring in Business Administration and

Accounting. This minor is relevant for students who wish to have a broader understanding of the economy beyond their specific discipline area studies.

5. **Date of departmental approval:** 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 338
Course Title	Foundations of Business Leadership
Description	Introduces and explores leadership concepts in a business context
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The course is designed to help students to understand leadership in a business setting while exploring their understanding of themselves in a leadership role and those they will lead. The knowledge of individual perception, attitudes and behaviors will enable students to choose appropriate leadership styles and business practices to increase organizational effectiveness.

4. Learning Outcomes (By the end of the course students will be expected to):

1. Define leadership, with particular application to business.
2. Demonstrate skills needed to lead.
3. Develop one's own individual leadership philosophy.
4. Prepare a personal agenda for successful integration of course concepts into one's business practice.

5. Date of Departmental Approval: 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Change in pre-req

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 339
Course Title	Commercial Transactions
Description	Key topics from the Uniform Commercial Code concerning mercantile transactions: sales and leases; commercial paper; bank deposits, collections, and funds transfers; letters of credit; secured transactions.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 339
Course Title	Commercial Transactions
Description	Key topics from the Uniform Commercial Code concerning mercantile transactions: sales and leases; commercial paper; bank deposits, collections, and funds transfers; letters of credit; secured transactions.
Pre/ Co Requisites	<u>BBA 336</u>
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Students taking BBA 339 need to have a basic knowledge and understanding of business law prior to taking this class that has various legal terminologies and issues. Thus, a requirement for BBA 336 (Business Law I) as a pre-requisite.

5. **Date of departmental approval:** 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 434
Course Title	Business Leadership in Action
Description	Examines complexities and responsibilities of leadership in a rapidly changing, international, diverse, and information-based business and social environment.
Pre/ Co Requisites	BBA 338
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course investigates the responsibilities of contemporary leadership and the complex issues of leading and guiding organizations in turbulent environments through seminars, exercises/simulations, case studies, guest speakers, group discussions, readings, and experiential projects. Students will explore and enact the roles of leaders as decision makers, ethical thought leaders, problems solvers, and change agents.

4. Learning Outcomes (By the end of the course students will be expected to):

- Develop an understanding of seminal and contemporary theories of business leadership.
- Demonstrate an understanding of the context of leadership; more specifically, leadership challenges posed by the changing business environment.
- Explain responsibilities and privileges of leadership, including moral and ethical decisions and the use of authority and power.
- Apply current conceptualizations of leadership to practical and real-life situations.

5. Date of Departmental Approval: 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Change description

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 302
Course Title	Economic Statistics
Description	Descriptive statistical methods used in economic analysis; probability distributions; sampling and estimation; confidence intervals; hypothesis testing; correlation and linear regression.
Pre/ Co Requisites	ECO 166 and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175. NOTE: Students may not receive credit for both ECO 302 and BBA 303
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 302
Course Title	Economic Statistics
Description	Descriptive statistical methods used in economic analysis; probability distributions; sampling and estimation; confidence intervals; hypothesis testing; correlation and linear regression.
Pre/ Co Requisites	ECO 166 and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The "Note" is eliminated as it considers BBA 303 and ECO 302 to be equivalent, and they are not as the latter course covers more topics by covering all of inferential statistics and up to regression analysis. Thereby, ECO students may only take ECO 302 which better prepares them to take ECO 402 (Econometrics), the next course in the sequence.

5. **Date of departmental approval:** 3/6/18

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Change in description, credits, pre-req, and hours

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 402
Course Title	Econometrics
Description	Methods and problems of simple and multivariable linear regression with emphasis on problems arising in the analysis of economic data; time-series models; problems of multicollinearity, heteroscedasticity and autocorrelation; functional forms and use of dummy variables.
Pre/ Co Requisites	ECO 302 or BBA 303
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **To:** Underline the changes

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Economics
Course Prefix & Number	ECO 402
Course Title	Econometrics
Description	Methods and problems of simple and multivariable linear regression. <u>Emphasizes applications to economics, finance and business through a capstone research project and use of software.</u>
Pre/ Co Requisites	ECO 302 or <u>department approval</u>
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

The credit hours are changed since this is a quantitative course which incorporates a research component and applications of various statistical and econometric techniques and thus will be taught in a computer lab. Statistical software like SAS and STATA will be used in instruction and for student projects.

ECO students may only take ECO 302 which better prepares them to take ECO 402 (Econometrics), the next course in the sequence. ECO 302 covers more topics in statistics than BBA 303. The former course covers the inferential statistics and up to regression analysis while the latter course covers descriptive statistics and the introductory to inferential statistics.

5. **Date of departmental approval:** 3/6/18

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES & LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Minor in Irish Studies
Effective Term: Fall 2018

1. **Type of Change:** New Interdisciplinary Minor

Irish Studies Interdisciplinary Minor

Steering Committee: Deirdre O'Boy (Lecturer, English); Martin Burke (Associate Professor, History); Thomas Ihde (Professor, Languages & Literatures)

The Minor in Irish Studies provides students with an interdisciplinary approach to the culture, history, language, and literature of Ireland and the diaspora. The minor will serve students who are majoring in fields where global and cross-cultural awareness are especially valuable, such as business, political science, and health services; in such humanities-based fields as art, literature, history, and music; and in related multimedia fields.

The requirements for the minor consist of four courses (12 credits), at least two of which must be at the 300 level or higher, chosen from the following:

IRI 201 Intermediate Irish Grammar - 3 credits

IRI 202 Intermediate Irish Reading and Composition – 3 credits

IRI 207 Conversational Irish – 3 credits

IRI 230 Irish-Language Cinema – 3 credits

IRI 350 Folklore in the Irish Language – 3 credits

ENG 324 Twentieth-Century English and Irish Literature – 3 credits

ENG 337 Irish Literature – 3 credits

HIE 333 Modern Ireland – 3 credits

HIS 334 The Irish Diaspora – 3 credits

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

A minor already exists in Irish language and literature. This new minor will enable students with interests in area studies beyond the Irish language to group several Irish Studies courses together and receive the minor.

5. **Date of departmental approval:**

Senate Meeting of April 18, 2018

Undergraduate Curriculum Committee

Languages & Literatures: 1/31/18

History: 2/5/18

English: 2/13/18

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN, LATINO & PUERTO RICAN STUDIES

CURRICULUM CHANGE

1. **Type of Change:** *Withdrawal of course*
2. **Description:** LPR 343 Visual Culture in the Hispanic Caribbean. 3 credits. 3 hours. Visual culture across the Hispanic Caribbean, including visual arts, photography, film, video, and television and new media.
3. **Rationale (Explain why this course/program is no longer needed in the Department):** It duplicates course LPR 316—which is the correct number for the course.
4. **Date of departmental approval:** March 7, 2017.

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Change in title, description, credits and hours

2. **From:**

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education (ESC)
Course Prefix & Number	ESC 485
Course Title	Ind Std Mid&Hgh Sch1
Description	Ind Std Mid&Hgh Sch1
Pre/ Co Requisites	NA
Credits	2
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Middle and High School Education
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Middle and High School Education (ESC)
Course Prefix & Number	ESC 485
Course Title	<u>Independent Study in Middle and High School Education</u>
Description	<u>Individual project in developing instructional materials adapted to specific groups.</u>
Pre/ Co Requisites	<u>Department permission</u>
Credits	<u>1-3 (May be repeated once)</u>
Hours	<u>1-3</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:** Changing this course to variable credit will allow coordinators greater flexibility in filling students' schedules according to their individual needs.

5. **Date of departmental approval:** February 8, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Multimedia Performing Arts, B.F.A.

Hegis Number: 1008.00

Program Code: 02599

Effective Term: Spring 2019

1. **Type of Change:** Change in Course Titles

2. **From:**

60 Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Core Requirements (24)

- 2 THE 205: Voice ~~and Diction~~ for the Stage
- 3 THE 208: Acting I
- 3 THE 235: Stagecraft
- 3 DNC (THE) 225: Tools for Digital Storytelling
- 3 DNC (THE) 220: Movement for Actors and Dancers
- 3 DNC (THE) 323: Improvisation
- 3 DNC (THE) 425: Devised Multimedia Performance
- 1 DNC (THE) 4590: Multimedia Performing Arts Project

1 credit selected from

THE 200: Theatre Workshop: Acting/Directing (1)

DNC 209: Dance Workshop (1)

2 credits selected from

THE 201: Theatre Workshop: Scenery/Properties (1)

THE 202: Theatre Workshop: Costume/Wardrobe (1)

THE 203: Theatre Workshop: Lighting/Sound (1)

THE 204: Theatre Workshop: Stage Management (1)

DNC (THE) 306: Multimedia Production Workshop (1)

DNC (THE) 307: Multimedia Post-Production Workshop (1)

Dance Track (36 credits)

- 3 DNC 345: Choreography and Improvisation
- 3 DNC 420: Dance History
- 1 DNC 445: Advanced Student Performance Workshop

3 credits selected from:

- DNC 252: World Dance Principles (3)
- DNC 352: Special Topics in World Dance (3)

3 credits selected from:

- DNC 322: Urban Dance I (3)
- DNC 3210: Hip Hop (3)
- DNC 422: Special Topics in Urban Dance (3)

4 credits selected from:

- DNC 201: Ballet Principles I (2)
- DNC 202: Ballet Principles II (2)
- DNC 302: Intermediate Ballet (2)
- DNC 303: Advanced Ballet (2)

6 credits selected from:

- DNC 211: Modern Dance Principles I (3)
- DNC 212: Modern Dance Principles II (3)
- DNC 311: Intermediate Modern Dance (3)
- DNC 411: Advanced Modern Dance (3)

1 credit selected from:

- DNC 304: Technique Workshop: Ballet (1)
- DNC 362: Technique Workshop: World (1)
- DNC 412: Technique Workshop: Modern (1)
- DNC 4210: Technique Workshop: Urban Dance Forms (1)

Electives (12 credits) Selected in Consultation with an Advisor

- Any 200-, 300- or 400-level DNC (except DNC 235)
- Any 200-, 300- or 400-level THE (except THE 241)
- Any of the following FTS courses:
 - FTS 215: Camera and Lighting (3)
 - FTS 224: Editing (3)
 - FTS 226: Audio Production (3)

** It is recommended that students take DNC 235 or THE 241 to fulfill a General Education Requirement. DNC 235 and THE 241 may not count as electives within the Multimedia Performing Arts BFA

Theatre Track (36 credits)

- 3 THE 211: Play Analysis
- 2 THE 305: ~~Advanced Voice and Diction~~

- 3 THE 309: ~~Screenwriting~~
- 3 THE 326: History of Theatre I
- 3 THE 331: Acting II
- 3 THE 335: Directing I
- 3 THE 344: Acting for the Camera
- 3 THE 348: Performing Arts Management

3 credits selected from:

- THE 238: African American Theatre (3)
- THE 243: Queer Theatre (3)
- THE 327: History of Theatre II (3)
- THE 443: Contemporary World Theatre (3)
- DNC 420: Dance History
- THE 3280: History of Musical Theatre (3)

3 credits selected from:

- THE 370 Theatre Internship (3)
- THE 314: Advanced Stage Management
- THE 449 Working in the Performing Arts (3)
- THE 492 Research Project (3)

Or

- THE 4951 Honors Multimedia Performing Arts Project (3)

Electives (7 credits) Selected in Consultation with an Advisor

- Any 200-, 300- or 400-level DNC (except DNC 235)
- Any 200-, 300- or 400-level THE (except THE 241)
- Any of the following FTS courses:
 - FTS 215: Camera and Lighting (3)
 - FTS 224: Editing (3)
 - FTS 226: Audio Production (3)

** It is recommended that students take DNC 235 or THE 241 to fulfill a General Education Requirement. DNC 235 and THE 241 may not count as electives within the Multimedia Performing Arts BFA

To:

60 Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Core Requirements (24)

- 2 THE 205: Voice for the Stage
- 3 THE 208: Acting I

- 3 THE 235: Stagecraft
- 3 DNC (THE) 225 Tools for Digital Storytelling
- 3 DNC (THE) 220: Movement for Actors and Dancers
- 3 DNC (THE) 323: Improvisation
- 3 DNC (THE) 425: Devised Multimedia Performance
- 1 DNC (THE) 4590: Multimedia Performing Arts Project

1 credit selected from

- THE 200: Theatre Workshop: Acting/Directing (1)
- DNC 209: Dance Workshop (1)

2 credits selected from

- THE 201: Theatre Workshop: Scenery/Properties (1)
- THE 202: Theatre Workshop: Costume/Wardrobe (1)
- THE 203: Theatre Workshop: Lighting/Sound (1)
- THE 204: Theatre Workshop: Stage Management (1)
- DNC (THE) 306: Multimedia Production Workshop (1)
- DNC (THE) 307: Multimedia Post-Production Workshop (1)

Dance Track (36 credits)

- 3 DNC 345: Choreography and Improvisation
- 3 DNC 420: Dance History
- 1 DNC 445: Advanced Student Performance Workshop

3 credits selected from:

- DNC 252: World Dance Principles (3)
- DNC 352: Special Topics in World Dance (3)

3 credits selected from:

- DNC 322: Urban Dance I (3)
- DNC 3210: Hip Hop (3)
- DNC 422: Special Topics in Urban Dance (3)

4 credits selected from:

- DNC 201: Ballet Principles I (2)
- DNC 202: Ballet Principles II (2)
- DNC 302: Intermediate Ballet (2)
- DNC 303: Advanced Ballet (2)

6 credits selected from:

- DNC 211: Modern Dance Principles I (3)
- DNC 212: Modern Dance Principles II (3)
- DNC 311: Intermediate Modern Dance (3)
- DNC 411: Advanced Modern Dance (3)

1 credit selected from:

- DNC 304: Technique Workshop: Advanced Ballet (1)

- DNC 362: Technique Workshop: World (1)
- DNC 412: Technique Workshop: Advanced Modern Dance (1)
- DNC 4210: Technique Workshop: Urban Dance Forms (1)

Electives (12 credits) Selected in Consultation with an Advisor

- Any 200-, 300- or 400-level DNC (except DNC 235)
- Any 200-, 300- or 400-level THE (except THE 241)

Any of the following FTS courses:

- FTS 215: Camera and Lighting (3)
- FTS 224: Editing (3)
- FTS 226: Audio Production (3)

** It is recommended that students take DNC 235 or THE 241 to fulfill a General Education Requirement. DNC 235 and THE 241 may not count as electives within the Multimedia Performing Arts BFA

Theatre Track (36 credits)

- 3 THE 211: Play Analysis
- 2 THE 305: Advanced Voice for the Stage
- 3 THE 309: Digital Storytelling
- 3 THE 326: History of Theatre I
- 3 THE 331: Acting II
- 3 THE 335: Directing I
- 3 THE 344: Acting for the Camera
- 3 THE 348: Performing Arts Management

3 credits selected from:

- THE 238: African American Theatre (3)
- THE 243: Queer Theatre (3)
- THE 327: History of Theatre II (3)
- THE 443: Contemporary World Theatre (3)
- DNC 420: Dance History
- THE 3280: History of Musical Theatre (3)

3 credits selected from:

- THE 370: Theatre Internship (3)
- THE 314: Advanced Stage Management
- THE 449: Working in the Performing Arts (3)
- THE 492: Research Project (3)

Or

THE 4951 Honors Multimedia Performing Arts Project (3)

Electives (7 credits) Selected in Consultation with an Advisor

Any 200-, 300- or 400-level DNC (except DNC 235)
Any 200-, 300- or 400-level THE (except THE 241)

Any of the following FTS courses:
FTS 215: Camera and Lighting (3)
FTS 224: Editing (3)
FTS 226: Audio Production (3)

** It is recommended that students take DNC 235 or THE 241 to fulfill a General Education Requirement. DNC 235 and THE 241 may not count as electives within the Multimedia Performing Arts BFA

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

THE 205 Voice for the Stage signals a long overdue course name change as “diction” is no longer a part of the course curriculum. THE 309 Digital Storytelling was a course name change last year that is still incorrect in the course bulletin, as the course now includes digital formats for the writing of teleplays, web series, in addition to film and other online writing forms. THE 435 Advanced Acting: Shakespeare and Company is a course that fulfills an elective and signals a name change from the former THE 435 Advanced Acting. DNC 304: Technique Workshop: Ballet and DNC 412 Technique Workshop: Modern have been changed to DNC 304: Technique Workshop: Advanced Ballet and DNC 412 Technique Workshop: Advanced Modern Dance in order to distinguish them from the new lower-level technique workshops that we are adding.

5. Date of departmental approval: January 25, 2018

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Dance, B.A.

Hegis Number: 1008.00

Program Code: 02586

Effective Term: Fall 2019

1. **Type of Change:** Change in Course Titles

2. **From:**
42-Credit Major in Dance, B.A.

The Major in Dance is intended for students interested in preparing themselves for careers as dance artists, dance educators, or dance therapists, as well as for those who intend to pursue graduate study. The required courses and credits are distributed as follows:

Credits (42)

Core Requirements (38)

17 DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3);
DNC (THE) 230: Somatics I (2); DNC 345: Choreography and Improvisation (3);
DNC 420: Dance History (3); DNC 445: Advanced Student Performance
Workshop (1); DNC 451: Choreographic Workshop II (2)

3 credits selected from:

DNC 252: World Dance Principles (3)
DNC 352: Special Topics in World Dance (3)

3 credits selected from:

DNC 322: Urban Dance I (3)
DNC 3210: Hip Hop (3)
DNC 422: Special Topics in Urban Dance (3)

4 credits selected from:

DNC 201: Ballet Principles I (2)
DNC 202: Ballet Principles II (2)
DNC 302: Intermediate Ballet (2)
DNC 303: Advanced Ballet (2)

6 credits selected from:

DNC 211: Modern Dance Principles I (3)
DNC 212: Modern Dance Principles II (3)
DNC 311: Intermediate Modern Dance (3)
DNC 411: Advanced Modern Dance (3)

2 credits selected from:

DNC 304: Technique Workshop: Ballet (1)
DNC 362: Technique Workshop: World (1)
DNC 412: Technique Workshop: Modern (1)
DNC 4210: Technique Workshop: Urban Dance Forms (1)

1 credit selected from

THE 200: Theatre Workshop: Acting/Directing (1)
DNC 209: Dance Workshop (1)

2 credits selected from:

THE 201: Theatre Workshop: Scenery/Properties (1)
THE 202: Theatre Workshop: Costume/Wardrobe (1)
THE 203: Theatre Workshop: Lighting/Sound (1)
THE 204: Theatre Workshop: Stage Management (1)
DNC (THE) 306: Multimedia Production Workshop (1)
DNC (THE) 307: Multimedia Post-Production Workshop (1)

Electives (4)

4 Additional credits in Dance selected from DNC courses at the 200-level or above, or THE 348: Performing Arts Management (3)

** DNC 235 Dance Perspectives cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives to fulfill general education requirements.

3. To:

42-Credit Major in Dance, B.A.

The Major in Dance is intended for students interested in preparing themselves for careers as dance artists, dance educators, or dance therapists, as well as for those who intend to pursue graduate study. The required courses and credits are distributed as follows:

Credits (42)

Core Requirements (38)

17 DNC (THE) 220: Movement for Actors and Dancers (3); THE 235: Stagecraft (3);
DNC (THE) 230: Somatics I (2); DNC 345: Choreography and Improvisation (3);
DNC 420: Dance History (3); DNC 445: Advanced Student Performance
Workshop (1); DNC 451: Choreographic Workshop II (2)

3 credits selected from:

- DNC 252: World Dance Principles (3)
- DNC 352: Special Topics in World Dance (3)

3 credits selected from:

- DNC 322: Urban Dance I (3)
- DNC 3210: Hip Hop (3)
- DNC 422: Special Topics in Urban Dance (3)

4 credits selected from:

- DNC 201: Ballet Principles I (2)
- DNC 202: Ballet Principles II (2)
- DNC 302: Intermediate Ballet (2)
- DNC 303: Advanced Ballet (2)

6 credits selected from:

- DNC 211: Modern Dance Principles I (3)
- DNC 212: Modern Dance Principles II (3)
- DNC 311: Intermediate Modern Dance (3)
- DNC 411: Advanced Modern Dance (3)

2 credits selected from:

- DNC 304: Technique Workshop: Advanced Ballet (1)
- DNC 362: Technique Workshop: World (1)
- DNC 412: Technique Workshop: Advanced Modern Dance (1)
- DNC 4210: Technique Workshop: Urban Dance Forms (1)

1 credit selected from

- THE 200: Theatre Workshop: Acting/Directing (1)
- DNC 209: Dance Workshop (1)

2 credits selected from:

- THE 201: Theatre Workshop: Scenery/Properties (1)
- THE 202: Theatre Workshop: Costume/Wardrobe (1)
- THE 203: Theatre Workshop: Lighting/Sound (1)
- THE 204: Theatre Workshop: Stage Management (1)
- DNC (THE) 306: Multimedia Production Workshop (1)
- DNC (THE) 307: Multimedia Post-Production Workshop (1)

Electives (4)

4 Additional credits in Dance selected from DNC courses at the 200-level or above, or THE 348: Performing Arts Management (3)

** DNC 235 Dance Perspectives cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives to fulfill general education requirements.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

The name changes to DNC 304 and DNC 412 will help clarify the level of the courses and distinguish them from other technique workshops.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Theatre, B.A.

Hegis Number: 1007.00

Program Code: 02646

Effective Term: Spring 2019

1. **Type of Change:** Change in Course Title

2. **From:**
Theatre, B.A. (42 Credit Major)

Credits 42

23 required core credits:

	Credits
THE 205 Voice and Diction for the Stage	2
THE 208 Acting I	3
THE 211 Play Analysis	3
THE 235 Stagecraft	3
THE 308 Playwriting	3
THE 326 History of the Theatre I	3
THE 327 History of The Theatre II	3
THE 348 Performing Arts Management	3
THE 370 Theatre Internship	3

4 credits selected from:

	Credits
THE 200 Theatre Workshop: Acting/Directing	1
THE 201 Theatre Workshop: Scenery/Properties	1
THE 202 Theatre Workshop: Costume/Wardrobe	1
THE 203 Theatre Workshop: Lighting/Sound	1
THE 204 Theatre Workshop: Stage Management	1

12 elective credits selected in consultation with a Theatre faculty advisor from:

Credits

THE 200-, 300- or 400-level THE

At least 6 credits at the 300-400 level.

It is recommended that students take THE 241 to fulfill a General Education Requirement.

Liberal Arts Electives Option: 12 credits, selected from:

	Credits
THE 238 African-American Theatre	3
THE 243 Queer Theatre	3
THE 3280 History of Musical Theatre	3
THE 332 Theatre Theory	3
THE 408 Advanced Playwriting Workshop	
THE 439 Studies in the Greek and Roman Theatre	3
THE 440 Studies in Elizabethan and Jacobean Theatre	3
THE 442 Studies in Modern Theatre	3
THE 443 Contemporary World Theatre	3
THE 445 Studies in Restoration and 18 th Century Theatre	3
THE 454 Special Studies in Theatre (if the topic corresponds to the New York State Department of Education's definition of "liberal arts")	3
ENG 226 Shakespeare	3
ENG 312 Shakespeare	3
ENG 334 Drama	3
ENG 348 Western Traditions: Drama	3
DNC 420 Dance History	3

Note: Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option.

3. To:**Theatre, B.A. (42 Credit Major)****Credits (42)****23 required core credits:**

	Credits
THE 205 <u>Voice for the Stage</u>	2
THE 208 Acting I	3

THE 211 Play Analysis	3
THE 235 Stagecraft	3
THE 308 Playwriting	3
THE 326 History of the Theatre I	3
THE 327 History of The Theatre II	3
THE 348 Performing Arts Management	3

3 credits selected from:

	Credits
THE 370 Theatre Internship	3
THE 449 Working in the Performing Arts	3
THE 314 Advanced Stage Management	3

1 credit selected from:		Credits
DNC 209	Dance Workshop	1
THE 200	Theatre Workshop: Acting Directing	1

3 credits selected from:

	Credits
THE 201 Theatre Workshop: Scenery/Properties	1
THE 202 Theatre Workshop: Costume/Wardrobe	1
THE 203 Theatre Workshop: Lighting/Sound	1
THE 204 Theatre Workshop: Stage Management	1
THE (DNC) 306 Multimedia Production Workshop	1
THE (DNC) 307 Multimedia Post-Production Workshop	1

12 elective credits selected in consultation with a Theatre faculty advisor. Students choose either the Flexible Electives Option or the Liberal Arts Electives Option:

Flexible Electives Option: 12 credits, selected from:

200- 300- or 400-level THE courses

In the Flexible Electives Option, students can substitute up to 3 credits of DNC courses for 3 credits of THE. At least 6 THE flexible elective credits must be at the 300-400 level.

THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.

Or:

Liberal Arts Electives Option: 12 credits, selected from:

		Credits
THE 238	African-American Theatre	3
THE 243	Queer Theatre	3
THE 3280	History of Musical Theatre	3
THE 332	Theatre Theory	3
THE 408	Advanced Playwriting Workshop	3
THE 439	Studies in the Greek and Roman Theatre	3
THE 440	Studies in Elizabethan and Jacobean Theatre	3
THE 442	Studies in Modern Theatre	3
THE 443	Contemporary World Theatre	3
THE 445	Studies in Restoration and 18 th Century Theatre	3
THE 454	Special Studies in Theatre (if the topic corresponds to the New York State Department of Education's definition of "liberal arts")	3
ENG 226	Shakespeare	3
ENG 312	Shakespeare	3
ENG 334	Drama	3
ENG 348	Western Traditions: Drama	3
DNC 420	Dance History	3

Note: Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

THE 205 Voice for the Stage signals a long overdue course name change as "diction" is no longer a part of the course curriculum.

5. Date of departmental approval: January 25, 2018

**LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Somatic Studies, Minor
Effective Term: Fall 2019

1. Type of Change: New Minor

The 12-credit Minor in Somatic Studies consists of four courses, plus 2 elective credits in dance. It addresses philosophies and techniques related to the mind-body connection.

DNC 222: Body in Society (3 credits)

DNC 230: Somatics I (2 credits)

DNC 330: Somatics II (2 credits)

DNC 340: Mind Body Connection (3 credits)

Two additional credits in Dance

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):

Somatic studies have dramatically changed the nature of dance technique and philosophy. As a result, choreographers, teachers and performers are approaching their work in new ways. The term “somatics,” created by Thomas Hanna in 1970 and drawn from the Greek word “soma” meaning “the body in its wholeness,” refers to a group of techniques that use increased awareness of the body to change habitual psychosomatic patterns and increase ease and self-knowledge. Some techniques included in the realm of somatic practice are, tai chi, yoga, Alexander technique, Feldenkrais technique, meditation, Body Mind Centering and Ideokinesis.

Despite the advances in the field of somatics, it is still rare for the body to be used as a tool in support of academic study. The physical and mental tend to be treated as separate in higher education, but physical practice can be a vital portal into intellectual inquiry. The inclusion of somatic practices as an option within the curriculum would address the needs of kinesthetic learners and also promote an understanding of the body and its relationship to the mind. This minor would pair well with the theatre, music, nursing, pre-med and pre-physical therapy programs since the disciplines require an understanding of the use of the body.

In addition, somatic techniques provide students with opportunities for stress relief and exercise. Stress and anxiety are major issues for our students and often inhibit their learning. Lack of exercise is a significant health threat that is particularly problematic for a generation that spends a great deal of time in on phones and computers. Currently, serious somatic study is not widely available to the communities that our students come

from. Classes are expensive and rarely take place in the Bronx. The introduction of the Somatic Studies Minor would provide our students with powerful tools to support their lifelong intellectual, physical, and emotional growth and wellbeing. We are currently in communication with the Yoga Alliance to see if this minor could lead to a 200-hour yoga certification.

Goals/Outcomes supported by this minor:

Goal 1

Demonstrate critical thinking about dance/mind-body connection from historical, global, and diverse perspectives.

Outcome 1.1

Explain the philosophy and the theoretical framework of mind body medicine

Goal 2

Outcome 2.1

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.2

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

Outcome 2.3

Explain the scientific and anatomical relationship between psychological stress, the immune system and health

5. Date of departmental approval: January 25, 2018

**LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 204
Course Title	Technique Workshop: Intermediate Ballet
Description	Intermediate study of ballet techniques introduced in DNC 201.
Pre/ Co Requisites	PREREQ: DNC 201
Credits	1 (can be repeated once)
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The dance program has several 1-credit technique workshops that meet with the upper-level, full-credit technique classes. The 1-credit version allows students to continue to refine their technique. Currently, we only have this option for the more advanced technique classes. The addition of DNC 204 would allow the Dance Program to offer a comparable workshop for the intermediate-level ballet classes.

4. Learning Outcomes (By the end of the course students will be expected to):

Goal 2

Demonstrate the ability to perform on stage and/or on multimedia platforms.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

5. Date of Departmental Approval: January 25, 2018

**LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 213
Course Title	Technique Workshop: Modern Dance Principles
Description	Study of fundamental modern dance techniques
Pre/ Co Requisites	NA
Credits	1 (can be repeated once)
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The dance program has several 1-credit technique workshops that meet with the upper-level, full-credit technique classes. The 1-credit version allows students to continue to refine their technique. Currently, we only have this option for the more advanced technique classes. The addition of DNC 213 would allow the Dance Program to offer a comparable workshop for the entry-level modern dance classes.

4. Learning Outcomes (By the end of the course students will be expected to):

Goal 2

Demonstrate the ability to perform on stage and/or on multimedia platforms.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

5. Date of Departmental Approval: January 25, 2018

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 222
Course Title	The Body and Society
Description	This course examines the way the body is represented and experienced in society.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Using each individual's experience as a starting point, the course addresses the ways that neurological patterning, mental habits, culture, systems of governance and the

media affect our perception and experience of the body. This course will combine physical/experiential learning as well as intellectual inquiry to address the relationship between the physical reality of the individual and the world.

4. **Learning Outcomes (By the end of the course students will be expected to):**

Goal 1

Demonstrate critical thinking about dance/physical experience from historical, global, and diverse perspectives.

Outcome 1.1

Analyze in writing and/or in a presentation the development of dance/physical experience in human societies and cultures

Goal 2

Articulate individual movement experiences and real world observations that are outside of dance vocabulary

Outcome 2.1

Connect movement observations with concepts presented in class through discussions and short presentations.

Outcome 2.2

Research the effects of media representation of bodies and present findings in short papers and discussions.

5. **Date of Departmental Approval:** January 25, 2018

**LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 313
Course Title	Technique Workshop: Intermediate Modern Dance
Description	Intermediate study of modern dance techniques introduced in DNC 211.
Pre/ Co Requisites	PREREQ: DNC 211
Credits	1 (can be repeated once)
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The dance program has several 1-credit technique workshops that meet with the upper-level, full-credit technique classes. The 1-credit version allows students to continue to refine their technique. Currently, we only have this option for the more advanced technique classes. The addition of DNC 313 would allow the Dance Program to offer a comparable workshop for the intermediate-level modern classes.

4. Learning Outcomes (By the end of the course students will be expected to):

Goal 2

Demonstrate the ability to perform on stage and/or on multimedia platforms.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

5. Date of Departmental Approval: January 25, 2018

**LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

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

2.

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 340
Course Title	Mind-Body Connection
Description	Mind-body connection from a scientific, medical, philosophical and social science perspective.
Pre/ Co Requisites	One DNC or THE class or 60 credits.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Understanding the scientific principles of the mind-body connection is essential for developing theatre and dance students. The Dance Program is excited to be partnering

with Sunyata Smith from education who currently teaches this course as an LEH. During the initial rollout of the minor, we plan to cross-list this course with Professor Smith's LEH class. We are excited about this cross-departmental collaboration. The course runs every semester so would be available to minors if we included a few seats in the LEH course. We recognize that it is important to have departmental control over a course that is a part of a minor. The creation of DNC 340 would allow us to offer it on our own if necessary. All of the current dance faculty have experience in techniques that address the mind-body connection and would be able to teach this type of class were the need to arise. This course will also provide an important elective for our majors.

4. Learning Outcomes (By the end of the course students will be expected to):

Goal 1

Demonstrate critical thinking about mind-body connection from historical, global, and diverse perspectives.

Outcome 1.1

Explain the philosophy and the theoretical framework of mind body medicine

Goal 2

Outcome 2.1

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.2

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

Outcome 2.3

Explain the scientific and anatomical relationship between psychological stress, the immune system and health

5. Date of Departmental Approval: January 25, 2018

**LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Title, Credits, and Course Description

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 203
Course Title	Ballet Principles
Description	None
Pre/ Co Requisites	NA
Credits	1 (can be repeated for up to 2 credits)
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable</p> <p><input type="checkbox"/> Required</p> <p style="padding-left: 20px;"><input type="checkbox"/> English Composition</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mathematics</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Flexible</p> <p style="padding-left: 20px;"><input type="checkbox"/> World Cultures</p> <p style="padding-left: 20px;"><input type="checkbox"/> US Experience in its Diversity</p> <p style="padding-left: 20px;"><input type="checkbox"/> Creative Expression</p> <p style="padding-left: 20px;"><input type="checkbox"/> Individual and Society</p> <p style="padding-left: 20px;"><input type="checkbox"/> Scientific World</p>

3. **To:**

Department(s)	Music, Multimedia, Theatre, and Dance
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Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 203
Course Title	<u>Technique Workshop: Ballet Principles</u>
Description	<u>Study of the fundamentals of ballet technique.</u>
Pre/ Co Requisites	NA
Credits	1 <u>(can be repeated once)</u>
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The dance program has several 1-credit technique workshops that meet with the upper-level, full-credit technique classes. The 1-credit version allows students to continue to refine their technique. Currently, we only have this option for the more advanced technique classes. The addition of DNC 203 would allow the Dance Program to offer a comparable workshop for the entry-level ballet classes.

Goal 2

Demonstrate the ability to perform on stage and/or on multimedia platforms.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Course Title, Credits, and Description

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 304
Course Title	Technique Workshop: Ballet
Description	Continued study of ballet principles introduced in DNC 303.
Pre/ Co Requisites	PREREQ: DNC 303
Credits	1 (can be repeated for up to 2 credits)
Hours	3
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 304
Course Title	Technique Workshop: <u>Advanced Ballet</u>
Description	<u>Advanced</u> study of ballet principles introduced in DNC 303.
Pre/ Co Requisites	PREREQ: DNC 303
Credits	1 (<u>can be repeated once</u>)
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>NA</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in name will help clarify the level of the class and prevent confusion with the other technique workshops.

Goal 2

Demonstrate the ability to perform on stage and/or on multimedia platforms.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Course Title and Credits

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dance
Course Prefix & Number	DNC 412
Course Title	Technique Workshop: Modern
Description	Advanced study of modern dance principles introduced in DNC 411. Specifically intended for dance majors.
Pre/ Co Requisites	PREREQ: DNC 411
Credits	1 (can be repeated for up to 2 credits)
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Music, Multimedia, Theatre, and Dance
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dance
Course Prefix & Number	DNC 412
Course Title	Technique Workshop: <u>Advanced Modern Dance</u>
Description	Advanced study of modern dance principles introduced in DNC 411. Specifically intended for dance majors.
Pre/ Co Requisites	PREREQ: DNC 411
Credits	1 (<u>can be repeated once</u>)
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	<u>NA</u>
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):

The change in name will help clarify the level of the class and prevent confusion with the other technique workshops.

Goal 2

Demonstrate the ability to perform on stage and/or on multimedia platforms.

Outcome 2.1

Perform movement from different dance techniques with attention to alignment, style, quality, weight and rhythm

Outcome 2.2

Demonstrate an understanding of anatomical and kinesthetic principles as they relate to alignment and expression

Outcome 2.3

Use the body effectively as an instrument for performance with attention to areas including: range of motion, flexibility, strength, awareness, specificity, qualitative range, and/or engagement with the imagination.

5. **Date of departmental approval:** January 25, 2018

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

Name of Program and Degree Award: Physics, B.S.

Hegis Number: 1902.00

Program Code: 34031

Effective Term: Fall 2018

1. **Type of Change:** Course Requirements for the B.S. Physics Program

2. **From:**
Physics, B.S. (60 Credit Major)

The B.S. program in Physics is designed for students who are planning a career in physics research and/or college-level teaching. Any student following this program may select the B.A. degree instead of the B.S. degree. The minimum of 60 required credits is distributed as follows:

Credits (60)

36 Required PHY courses: PHY 168, 169, 207, 251, ~~300~~, 301, 302, 303, 400. With permission from the Chair students may take PHY 166, 167 in place of PHY 168, 169.

6 At least two additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level.

12 Required MAT courses: MAT 175, 176, 226.

6 At least two additional MAT courses at the 200 level or above.

3. **To:**
Physics, B.S. (60 Credit Major)

The B.S. program in Physics is designed for students who are planning a career in physics research and/or college-level teaching. Any student following this program may select the B.A. degree instead of the B.S. degree. The minimum of 60 required credits is distributed as follows:

Credits (60)

36 Required PHY courses: PHY 168, 169, 207, 241, 251, 301, 302, 303, 400. With permission from the Chair students may take PHY 166, 167 in place of PHY 168, 169.

6 At least two additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level.

12 Required MAT courses: MAT 175, 176, 226.

6 At least two additional MAT courses at the 200 level or above.

4. **Rationale:**

This change updates the degree requirements to reflect a previous curriculum change in which PHY 300 was re-numbered as PHY 241.

5. **Date of departmental approval:** February 28, 2018

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

Name of Program and Degree Award: Physics, B.A.

Hegis Number: 1902.00

Program Code: 34052

Effective Term: Fall 2018

1. **Type of Change:** Course Requirements for the B.A. Physics Program

2. **From:**
Physics, B.A. (38 Credit Major)

The B.A. program in Physics is designed for students who, although not planning a career in physics research or college-level teaching, have a strong interest in physical science, particularly physics, and wish to prepare for a career in which a good basic knowledge of physics is useful. Among such careers are the health professions, elementary and secondary school science teaching, patent-law practice, industrial management, and science journalism. The minimum of 38 required credits is distributed as follows:

Credits (38)

14 Required PHY courses: PHY 168, 169, 207. With permission from the Chair students may take PHY 166, 167 in place of PHY 168, 169.

12 At least four additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level.

12 Required MAT courses: MAT 175, 176, 226.

3. **To:**
Physics, B.A. (38 Credit Major)

The B.A. program in Physics is designed for students who, although not planning a career in physics research or college-level teaching, have a strong interest in physical science, particularly physics, and wish to prepare for a career in which a good basic knowledge of physics is useful. Among such careers are the health professions, elementary and secondary school science teaching, patent-law practice, industrial management, and science journalism. The minimum of 38 required credits is distributed as follows:

Credits (38)

14 Required PHY courses: PHY 168, 169, 207. With permission from the Chair students may take PHY 166, 167 in place of PHY 168, 169.

12 At least four additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level. No more than one of these additional courses may be chosen from PHY 487 and PHY 489.

12 Required MAT courses: MAT 175, 176, 226.

4. **Rationale:**

The internship course PHY 487 and the research course PHY 489 can be used as electives toward a physics BA degree, but they should not be used to replace too many physics content electives. This proposal limits the number of PHY 487 and PHY 489 courses which count toward a BA degree so that students are required to take at least three physics content electives.

5. **Date of departmental approval:** February 28, 2018

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

Name of Program and Degree Award: Physics, Minor
Effective Term: Fall 2018

1. **Type of Change:** Course Requirements for the Minor in Physics Program

2. **From:**
Minor in Physics (19 Credit Minor)

The Minor in Physics is designed for students who are interested in physics and want to go beyond the basic introductory courses. The minimum of 19 required credits is distributed as follows.

10 Required PHY courses: either PHY 166, 167 or PHY 168, 169.

9 At least three additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level.

3. **To:**
Minor in Physics (19 Credit Minor)

The Minor in Physics is designed for students who are interested in physics and want to go beyond the basic introductory courses. The minimum of 19 required credits is distributed as follows.

10 Required PHY courses: either PHY 166, 167 or PHY 168, 169.

9 At least three additional PHY or AST courses at the 200 level or above. With permission from the Chair one of these additional courses may be at the 100 level. No more than one of these additional courses may be chosen from PHY 487 and PHY 489.

4. **Rationale:**
The internship course PHY 487 and the research course PHY 489 can be used as electives toward a physics minor, but they should not be used to replace too many physics content electives. This proposal limits the number of PHY 487 and PHY 489 courses which count toward a minor so that students are required to take at least two physics content electives.

5. **Date of departmental approval:** February 28, 2018

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisites

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Astronomy
Course Prefix & Number	AST 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: MAT 175; either PHY 167 or 169; PHY 300 recommended but not required.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Astronomy
Course Prefix & Number	AST 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: MAT 175; either PHY 167 or 169; PHY <u>241</u> recommended but not required.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change updates the course prerequisites to reflect a previous curriculum change in which PHY 300 was re-numbered as PHY 241.

5. Date of departmental approval: February 28, 2018

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisites

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Astrophysics
Course Prefix & Number	PHY 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: MAT 175; either PHY 167 or 169; PHY 300 recommended but not required.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Astrophysics
Course Prefix & Number	PHY 306
Course Title	Astrophysics
Description	Selected topics from celestial mechanics and stellar dynamics; stellar energy sources, pulsars, quasars, black holes, and relativistic cosmology.
Pre/ Co Requisites	PREREQ: MAT 175; either PHY 167 or 169; PHY <u>241</u> recommended but not required.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change updates the course prerequisites to reflect a previous curriculum change in which PHY 300 was re-numbered as PHY 241.

5. Date of departmental approval: February 28, 2018

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. **Type of Change:** Change in prerequisites

2. **From:**

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 400
Course Title	Introductory Quantum Mechanics
Description	Wave and particle nature of matter and radiation. The uncertainty principle. Operators and the Eigen-value equations; Schrodinger formulation; stationary states. Harmonic oscillator and potential barrier problems. Angular momentum. Central potential and the hydrogen atom. Perturbation theory of energy levels. Spin and statistics.
Pre/ Co Requisites	PREREQ: PHY 300. COREQ: Either MAT 313 or MAT 323 or departmental permission.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 400
Course Title	Introductory Quantum Mechanics
Description	Wave and particle nature of matter and radiation. The uncertainty principle. Operators and the Eigen-value equations; Schrodinger formulation; stationary states. Harmonic oscillator and potential barrier problems. Angular momentum. Central potential and the hydrogen atom. Perturbation theory of energy levels. Spin and statistics.
Pre/ Co Requisites	PREREQ: PHY 241. COREQ: Either MAT 313 or MAT 323 or departmental permission.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

This change updates the course prerequisites to reflect a previous curriculum change in which PHY 300 was re-numbered as PHY 241.

5. Date of departmental approval: February 28, 2018

Experiential Learning Opportunities
CUNY Definitions and Lehman Guidelines
March 30, 2017

What is Experiential Learning?

At CUNY, experiential and applied learning opportunities should be a transformational component of the undergraduate experience. Educational research indicates that high-impact practices that take ideas and concepts beyond the classroom can increase rates of student retention and student engagement, and can be beneficial in shaping their longer-term personal development as critical and creative thinkers. These practices, known at CUNY as Experiential Learning Opportunities (ELO), take many different forms, all of which allow “learners to have direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop individual capacity to contribute to their communities” (Association for Experiential Education).

- Internship (page 2)
- Cooperative Education (page 3)
- Service Learning/Community Service (page 4)
- Clinical Preparation/Practicum (page 5)
- Research/Field Study (page 6)
- Campus– or University-Based Work and/or Leadership (page 7)
- Civic Engagement (page 8)
- International Applied Learning Opportunities (page 9)

Internship (formal or independent; paid or unpaid) (CUNYFirst Attribute: INTERN):

CUNY Definition: Formal Internship are academic programs integrating classroom learning and productive work experience in a field related to a student's academic and career goals. Formal internships provide students with learning experiences integrating theory and practice. As an academic program, it serves as a partnership among students, educational institutions, and employers. An independent internship is a form of ELO that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Independent internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, as well as giving employers the opportunity to guide, and evaluate talent. These internships could be college- or university-sponsored.

ILC Focus Group Guidelines:

- The central focus of the course should be the internship experience. A reflection on the experience is not counted toward the experience itself in terms of assessing whether the course receives the attribute.
- The out-of-classroom experience should involve considerably more time than the in-class experience.
- The out-of-classroom experience should factor considerably in the assessment of the student performance and the final grade.
- Courses that have an internship component but do not meet the above criteria will not receive the attribute. Exceptions to these standards will be evaluated in the context of the field specific accreditation standards. In other words, external standards supersede our recommendations.
- Course requirements must be explained in the syllabus, including criteria for grading and consequences or options if students fail to achieve expected outcomes.
- Internships could also be classified as clinical experiences or practica, if the experience involves treating or teaching someone or something.

Additional information from the Council for the Advancement of Standards in Higher Education (CAS):

<http://standards.cas.edu/getpdf.cfm?PDF=E86CFB4D-0B9E-4853-6D82720BE0779895>

- When course credit is offered for an internship, the amount of credit should be determined by the extent to which the student is engaged in work/activities related to identified learning goals and not solely by hours accrued at the site.
- Across the institution, common criteria are used for determining how course credit is awarded.

Cooperative Education (CUNYFirst Attribute: COPED):

CUNY Definition: Formally recognized as an academic program integrating classroom learning and productive paid work experiences in a field related to a student's academic and career goals. Co-op provides students with progressive learning experiences integrating theory and practice and serves as a partnership among students, educational institutions, and employers. This type of education is directly tied to a career and is always paid.

ILC Focus Group Guidelines:

Service Learning/Community Service (CUNYFirst Attribute: SLCS):

CUNY Definition: Ongoing and sustained volunteerism, service learning, and/or community service performed by students to enrich the learning experience and strengthen communities. This may include structured projects (days of service), smaller group projects, fundraising events, or individual volunteerism, which is acknowledged by the campus.

ILC Focus Group Guidelines:

- A service learning course integrates meaningful community service with the educational goals of a course. By extending learning beyond the walls of the classroom, the goal of service learning is to provide facilitated opportunities for students to develop academic knowledge and critical thinking skills to meet genuine community needs.
- The service experience is integrally related to the academic subject matter and is a substantial component of the course. It is often characterized as “learning by doing.” As such, it includes “hands-on” activities, typically in collaboration with community based organizations.
- Service learning courses differ from community engagement and other types of courses due to their emphasis on both student learning and addressing the genuine needs of the community through hands-on experiences. Community engagement courses, internships, cooperative education and other courses have similar aims, but these courses do not necessarily involve direct experience within in the community to address real needs. Often, they focus on individual volunteerism and advocacy.
- Students have structured opportunities to reflect on their experience on its societal context, and on the benefits of their engagement.

Examples:

- Art students working with the elderly to teach them how to paint
- History students providing talks/tours of historical sites in NYC
- Biology students surveying the biodiversity in the Bronx River
- Finance students providing financial literacy to the community

Clinical Preparation/Practicum (CUNYFirst Attribute: CPP):

CUNY Definition: Practicum describes instruction in a supervised clinical/medical, social work or school (student teacher) setting where students have an opportunity to apply the theoretical knowledge they have acquired.

ILC Focus Group Guidelines:

Clinical experiences or practica could also be described as internships that involve treating or teaching someone (or something). Assigning both attributes is an option.

Recommendations to meet CPP designations:

- Course credits, lecture hours, and lab/clinical hours must be designated in the course description.
- A course should have a minimum of 1 lab/clinical hours per credit.
- Courses are typically needed for licensure or certification of the program.
- Allocated time is dependent on requirements for licensure in individual programs.

Examples:

- Education: Supervised teaching in schools (as opposed to field work which could be purely observational and not supervised)
- Speech-language: Clinical observations
- Social work: Clinical hours
- Nursing: Clinical hours or lab with simulations
- Health sciences: Nutrition, recreation therapy
- Dance and Theater: ???

Research/Field Study (CUNYFirst Attribute: RFS):

CUNY Definition: Mentored, self-directed work that enables students to make an original, intellectual, or creative contribution to the discipline by exploring an issue of interest to them and communicating the results to others. The projects have inquiry, design, investigation, discovery and application.

ILC Focus Group Guidelines:

- The central focus of the course is mentored, self-directed work.
- It is not enough to summarize or reiterate the work of others. In the framework of the projects, students experience the range of steps involved in inquiry, design, investigation, discovery and application.
- Making original contributions does not necessarily mean that it has to be as groundbreaking as we generally see “original research.” Students explore subjects of interest in a unique way, i.e. even if research ground has been explored, students’ analyses explain the significance of revisiting the topic.
- Projects may range from scientific to artistic in nature.
- Students work under the direction of a faculty member. A syllabus or project description will provide information in the project.
- Some independent tutorials and virtually all honors theses & independent research courses, as well as some others, clearly meet these standards.
- The results of the research must be communicated to others. For that purpose, individual student presentation can be done in numerous ways by presenting paper, poster, research, original creative work, etc.
 - A presentation must be made beyond the class body at any other venue with allows the student to share their work with other individuals.
 - For example, presentation can be made to the department (during a departmental honors day or a gathering of faculty/courses specifically for this activity), or during a Lehman Scholarship day.
 - Digital dissemination of the papers (for example on a Lehman or CUNY website, on a library repository, or on other public websites) fulfills the communication requirements.

Campus– or University-Based Work and/or Leadership (CUNYFirst Attribute: CWL):

CUNY Definition: Productive work experience that serves the campus community by supporting the academic success of other students, the governance of campus life and student affairs through leadership, or campus operations through specialized skills acquired through formal training and in a paraprofessional capacity.

ILC Focus Group Guidelines:

Civic Engagement (CUNYFirst Attribute: CVEG):

CUNY Definition: A teaching and learning focus on educating students as citizens. Classes or programs include meaningful civic education and activities for social good. Classes and projects have components of reflection and engagement.

ILC Focus Group Guidelines:

- Civic engagement needs to be a significant component of the course and the final grade and needs to be reflected in the course description, learning objectives, and assignments (syllabus)
- It requires a component of active engagement (in addition to observation) with civic groups/organizations, legislative bodies, policy makers, community organizers, community groups or community centers, institutions (nursing homes, hospitals, schools) etc.
- Students need to reflect on societal context and benefits of their engagement. Each activity must be coupled with a reflection, e.g. paper, discussion, blog, etc.
- It can be a combination of active and passive experiences and/or explorations (for example: students observe a trial and research aspects of it)
- Active engagement includes in-person or web-based interaction or written communication (for example: letters to editors, opinion pieces, long-distance interaction with another group)

International Applied Learning Opportunities (CUNYFirst Attribute: IALO):

CUNY Definition: Experiential learning opportunities for matriculated students while abroad, including internships, cooperative education, service learning/community service, clinical preparation/practicum, research/field study, campus- or university-based work and/or leadership, and civic engagement opportunities.

ILC Focus Group Guidelines:

- The course must include an experience outside the U.S.
- It must involve a structured learning experience with defined learning goals. Course expectations, schedule, learning goals, and grading policies must be defined in the syllabus or plan of study.
- The course must be directly supervised or approved by Lehman faculty.
- Students need to demonstrate that they have met the goals specified in the syllabus or plan of study. For example, students will provide a report and reflection on the activities/research.
- The number of credits must be aligned with Lehman's academic standards.

	A	B	C	D	E	F	G	H
1	INTERN	COPEd	SLCS	CPP	RFS	CWL	CVEG	IALO
2	CIS 488		AAS 470	ESC 470	BBA 204(C301)		POL 470	<i>Depending on instructor/section:</i>
3	CMP 487		DFN 470	MST 371	BBA 328(B301)		POL 471	GEO 350 (Gorokhovich, Crete)
4	DFN 470		DFN 471	NUR 301	BBA 467(ZN01)		POL 4730	GEO 490 (Gorokhovich, Crete)
5	DFN 471		NUR 405	NUR 303	DFN 490		SPS 475	HIA 350 (Marianetti, Crete)
6	DNC 371			NUR 304	ECO 402(ZB81)			LEH 354 (Marianetti, Crete)
7	ESC 470			NUR 405	EXS 485			
8	EXS 470			NUR 409	MST 496			
9	EXS 471			REC 471	POL 481			
10	GEP 470			SPV 430	PSY 495			
11	HEA 470			SWK 470	SOC 460			
12	HSA 470			SWK 471	SOC 481			
13	HUM 470				SPS 481			
14	JRN 370							
15	JRN 470				<i>Depending on</i>			
16	PHY 487				ART 486			
17	POL 470				ART 494			
18	POL 471				ART 496			
19	POL 4730				ART/CGI 480			
20	PSY 470				ART/CGI 481			
21	REC 370				BBA 329 (ZA81)			
22	REC 470				ENG 381			
23	REH 370				ENG 481			
24	SOC 470				ENW 381			
25	SPS 475				ENW 481			
26	SWK 470				FTS 316			
27	SWK 471				GEO 490			
28	THE 370				HIS 381			
29	THE 470				JRN 481			
30					JRN 491			
31					PHI 482			



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: March 28th, 2018

Attendance: Stephen Castellano, Raymond Diaz, Jennifer McCabe, Edi Ruiz, Chul-Young Roh, Kenneth Schlesinger, Vincent Sandella, Olena Zhadko

Student Senator Representatives: No Student Senators Present at Meeting of 03/28/2018

Excused: Ron Bergmann, Sherry Deckman, Anna Luerssen

Library Report:

- Library announces 24-Hour Study Hall for Final Exams from **May 10-24** in cooperation with Public Safety and Student Government.
- Lehman community is encouraged to avail themselves of complimentary digital subscription to **Wall Street Journal**. To activate subscription - visit Library website, select **BROWSE DATABASES A-Z**, go to **W** and look for **WALL STREET JOURNAL**. Enter required information. You may also download *WSJ App* from App Store or Playstore.
- Library presented *Zine Workshop* on April 17th, facilitated by Library's Joan Jocson-Singh, English's David Hyman, and Art's Sean McCarthy. Zines are small, self-published magazines.
- Library will present *Open Textbook Network Workshop*, 90-minute session to help attendees discover Open Educational Resources in their academic discipline. Workshop will be held Wednesday, April 25th from 12:30-2:00 PM in Library Lab B27C.
- Library will offer second *Human Library* event - which involves conducting discussions with Lehman students who will share their life experiences as a Human Book. The event will occur Thursday, April 26th from Noon-3:00 PM in Periodicals Room.

Division of Information Technology:

- The IT Division is nearing the completion of an upgrade to the faculty and staff telephone system. The most recent enhancement was an upgrade of the faculty and staff voicemail - which was completed on March 30th. Among the new features is the ability to receive voicemail messages as an attachment to email.
- Another new initiative is the pilot of a mobile scheduling tool for students. The new tool is called: LehmanQ. Students will now be able to schedule themselves on their mobile phone to join a virtual wait line. Once in the queue, students can attend to other matters and they will receive text updates on their estimated wait times. The pilot has launched for the IT help desk in Carman Hall and includes support for Blackboard and CUNYfirst. In future semesters, we will add Financial Aid, the Bursar and other offices. More information can be found on the IT website.

Blackboard Report

- Summer 2018 Course Shells are available and faculty should see their summer courses in the MY COURSES section of their Bb Home Page
- We are pleased to offer 8-hours of Training on Blackboard Collaborate Ultra. Collaborate Ultra is the video conferencing component of Bb and is available in every Blackboard section. The training is conducted by Bb and is offered in two-hour segments. The next two segments coming up are: April 24th @ 10 AM. The segment is called: Increasing Web Conference Success. On April 30th a session on Mobile Collaborate Learning will be offered at 10 AM. Both sessions will be offered in Carman 162
- The Bronx Ed Tech Showcase is coming up on April 27th at Hostos Community College. This year's showcase theme is: **Igniting Innovation: Literacy, Access and Learning**. Google: Bronx Ed Tech Showcase to register.

Next Meeting: May 2nd @ 11 AM at CUNY On The Concourse for a Tour of Lehman's Virtual Reality Lab.

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee

March 28, 2018

Lehman Senate Budget Committee Report

Based on committee meeting on 2/28/2018

Membership and attendance of Joint committee of Senate and FP&B Budget and Long-Range Planning

Senators

Haiping Cheng
Amod Choudharv
Thomas Conroy
Gul Sonmez
Sheila Blachman
Daniel Kabat

FP&B members

James Mahon
Abigail McNamee
Brian Murphy
Dene Hurley
Ryan Raam
Marie Marianetti

Administration

Vincent Clark
Harriet Fayne
Bethania Ortega

Students

Saac Atif
Shaffiou Assoumanou
Guest
Ruth Wanger

The Budget committee meeting was called to order at 1:40 pm by Haiping Cheng on Feb 28, 2018, in Shuster 336.

Lehman College budget update, VP Clark

>>FY2018 2nd quarter financial report was presented and discussed in detail. (details on next slide)

Provost report:

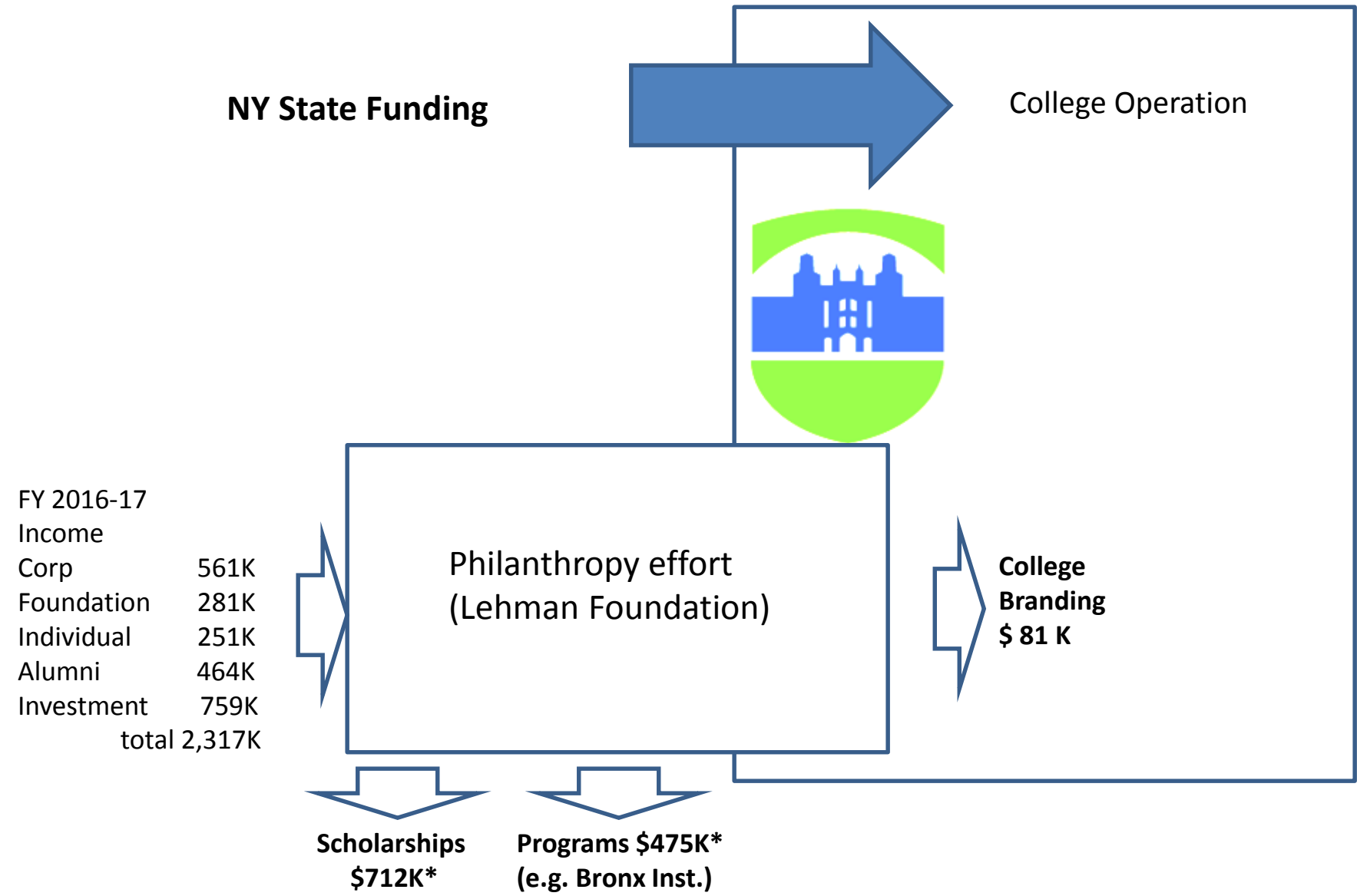
- >> Faculty travel funds for FY2018 by schools was presented and discussed.
- >> Update on current faculty search: 20 replacement lines and 5 new lines.
- >> Update on faculty searches in FY2019: 8 replacement lines and 5 new lines.

Lehman Foundation financial report (detail in next senate meeting)

Lehman Grant and Contract Office, FY17 recovery budget (detail in next senate meeting)

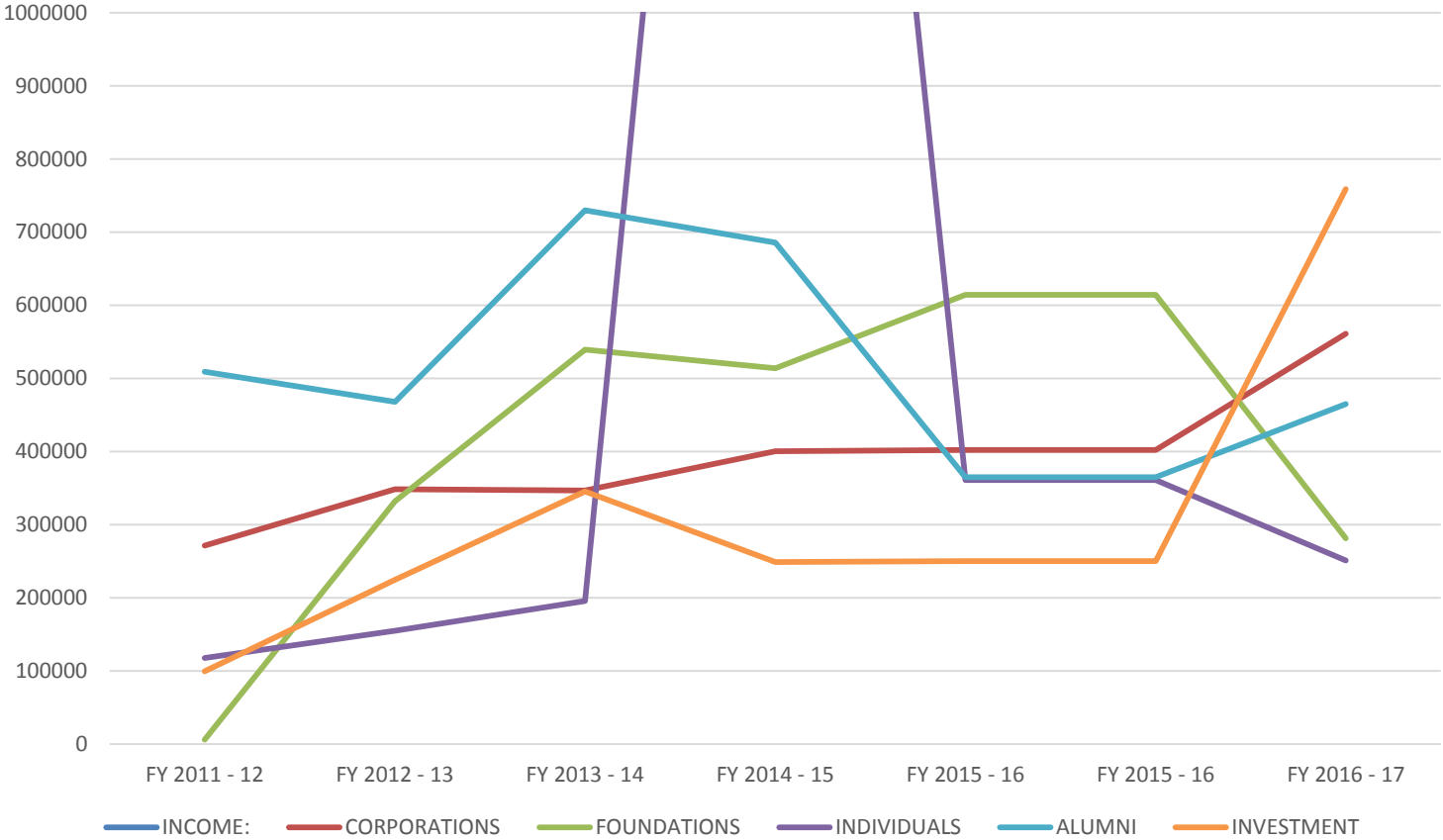
Summary of Lehman Foundation Report

Based on Executive Director F. Gilbert Feb. 15, 2018 report

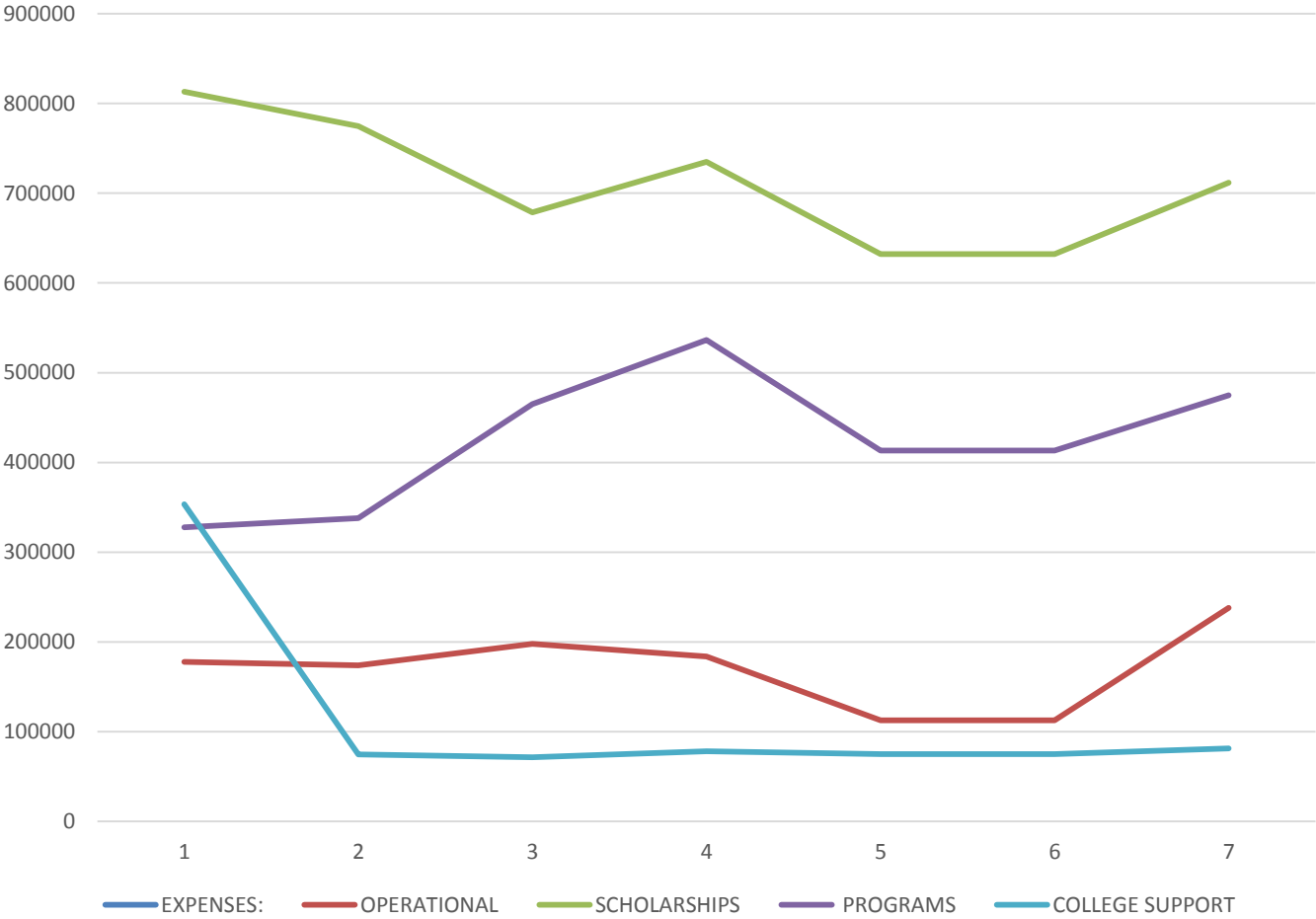


FOUNDATION INCOME AND EXPENSES (CASH & COMMITTED PLEDGES)							
FOR YEARS ENDED JUNE 30, 2012 THRU DECEMBER 31, 2016							
	FY 2011 - 12	FY 2012 - 13	FY 2013 - 14	FY 2014 - 15	FY 2015 - 16	FY 2015 - 16	FY 2016 - 17
INCOME:							
CORPORATIONS	\$ 271,370	\$ 348,277	\$ 346,828	\$ 400,293	\$ 401,956	\$ 401,956	\$ 561,041
FOUNDATIONS	\$ 5,800	\$ 331,898	\$ 539,435	\$ 513,826	\$ 614,080	\$ 614,080	\$ 281,403
INDIVIDUALS	\$ 117,644	\$ 154,817	\$ 195,382	\$ 2,833,257	\$ 361,100	\$ 361,100	\$ 251,045
ALUMNI	\$ 509,094	\$ 467,768	\$ 730,049	\$ 685,515	\$ 364,936	\$ 364,936	\$ 464,749
INVESTMENT	\$ 99,569	\$ 224,548	\$ 345,475	\$ 248,900	\$ 250,000	\$ 250,000	\$ 758,986
TOTAL INCOME	\$ 1,003,477	\$ 1,527,308	\$ 2,157,168	\$ 4,681,791	\$ 1,992,072	\$ 1,992,072	\$ 2,317,224
EXPENSES:							
OPERATIONAL	\$ 177,634	\$ 174,002	\$ 197,685	\$ 183,670	\$ 112,520	\$ 112,520	\$ 238,117
SCHOLARSHIPS	\$ 813,102	\$ 774,638	\$ 678,679	\$ 735,077	\$ 632,071	\$ 632,071	\$ 711,890
PROGRAMS	\$ 327,557	\$ 338,058	\$ 464,979	\$ 536,433	\$ 413,161	\$ 413,161	\$ 474,867
COLLEGE SUPPORT	\$ 353,460	\$ 74,814	\$ 71,337	\$ 78,078	\$ 75,136	\$ 75,136	\$ 81,430
TOTAL EXPENSES	\$ 1,671,753	\$ 1,361,512	\$ 1,412,680	\$ 1,533,258	\$ 1,232,888	\$ 1,232,888	\$ 1,506,304
NET INCOME/(LOSS)	\$ (668,276)	\$ 165,796	\$ 744,488	\$ 3,148,534	\$ 759,184	\$ 759,184	\$ 810,920

Lehman Foundation Income 2011-2017



Lehman Foundation Expenses 2011-2017



Feb 28, 2018

Research Recovery Activities FY2017

Based on Feb 28, 2018 report by Director Saeedah Hickman,
Research and Sponsored program at Lehman College

Total Awards: 115 grants
 Value of Total Awards: 13.7M (an \$8.3M reduction from FY16)
 Total F&A Recovered: 1.7 M

Full recovery (63/65% F&A):	34 grants
Partial recovery (46.7% F&A):	3 grants
Partial recovery (26% F&A):	4 grants
No recovery (<15% F&A):	74 grants

Total release time recovery \$0.76M

Grand total \$2.46M

Lehman (major spending)

\$0.1 M → CUNY

About \$1 M

RF CUNY

Personnel: \$712,000

- Office of Research and Sponsored Programs
- Human Subjects Protections Program (IRB)
- Animal Care Facility
- (other funding: Institute for Literacy Studies)
- (other funding: Online Education)

Other than Personnel (OTPS): \$457,341

- RF Annual Leave Liability
- Graduate Research Technology Initiative
- Internal Faculty Seed Programs
- Student Research Incentive Program
- Doctoral Science Scholars
- Animal Care Facility
- Net Return of F&A to Faculty (9%), Dept. (4%), Library (1%)

Next Budget meeting

May 2, 1:30-3:00pm

Shuster-336

BYLAWS OF THE LEHMAN COLLEGE SENATE

Adopted December 22, 1971 & Last Amended April 1, 2015

Ombudsman (Section 15)

- The Lehman College Ombudsman shall serve as a confidential investigator in cases of alleged unfairness or maladministration. The Ombudsman shall be the impartial spokesman for all parties involved in such cases.
- The Office of Ombudsman shall be governed according to guidelines established in the Senate enabling resolution of November 1984. The Office of Ombudsman shall be headed by a member of the tenured faculty who shall serve as Ombudsman for a term of two years, and who shall be eligible for re-election.
- The Ombudsman shall be chosen by the President of the College from a panel of candidates nominated by the Senate. Nominations shall take place in the Spring semester by procedures regularly used in Senate elections. In case of a vacancy, the same procedures for submission to the President shall be used in choosing nominees for the unexpired term.

The City University of New York – Student Complaint Procedure

(Revised 1/26/07)

The Possible Role of the Ombudsman in the Student Complaint Procedure

CUNY Procedures for Handling Student Complaints about Faculty Conduct in Academic Settings (selected sections):

...

III. **Informal Resolution.** Students are encouraged to attempt to resolve complaints informally with the faculty member or to seek the assistance of the department chairperson or campus ombudsman to facilitate informal resolution.

IV. **Formal Complaint.** ...

... C. The Fact Finder shall meet with the complaining student and faculty member, either separately or together, to discuss the complaint and to try to resolve it. The Fact Finder may seek the assistance of the campus ombudsman or other appropriate person to facilitate informal resolution.

Outline: Cases / Other Activities Engaged in So Far -

1. Asked to assist a Substitute Lecturer who paid a substantial amount of money to TRS (to earn “Prior Service Credit”) with an expectation that this individual could receive retirement benefits (case is ongoing).
2. Responded to a request by leadership from the Dean’s Office of one of our schools to assist in expediting the response from an adjunct faculty member to a student’s concern about a grade.
3. Asked by several Full-time faculty members to discuss whether criteria for tenure / promotion were reasonable as described to them by the leadership of the relevant academic departments.
4. Asked to possibly serve as an “outside-of-department mentor” to a faculty member undergoing a comprehensive mentoring/guidance program created by the relevant chair of the department.

Problems encountered since becoming an Ombudsman –

There appears to be no CUNY-based training for an Ombudsman or any guidance documents, containing advice or procedures for how to conduct an investigation of allegations of unfairness or maladministration.

This is unlike the comprehensive training I received at CUNY when I became the Research Integrity Officer (RIO) or when I was elected Department Chair.

My contact information –

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