

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29

**Minutes of
The Lehman College Senate Meeting
Wednesday, November 13, 2013
Senate Meeting**

7 **Senators Present:** Angeli, A.; Becker, S.; Carey, R.; Cheng, H.; Choudhary, A.; Cintrón, N.; Clark, V.; Coke, T.; Conner, P.; Davis, S.; Deas, M.; Delgado Jr., M.; Dellapina, M.; Ewul, E.; Farrell, R.; Fera, J.; Fernández, R.; Gil, M.; Gross, C.; Holloway, J.; Hurley, D.; Huynh, M.; Jacobson, B.; Jafari, M.; Jarvis, J.; Jordan, S.; Larimer, A.; Machado, E.; Magdaleno, J.; Marianetti, M.; Markens, S.; Martín, O.; Matthews, E.; Mazza, C.; Mibenge, C.; Morales, I.; Morrobel-Sosa, A.; Nadeem, S.; O’Conner, N.; O’Hanlon, T.; Okipi, G.; Pérez, M.; Pérez, R.; Persaud, L.; Pettipiece, D.; Philipp, M.; Pransannavallabha, C.; Prohaska, V.; Rice, A.; Rivera-McCutchen, R.; Saccomano, S.; Sailor, K.; Schlesinger, K.; Shetty, N.; Silverman, H.; Spence, N.; Stuckart, D.; Tananbaum, D.; Tavarez, D.; Townsend, J.; Trinidad, V.; Troy, R.; Valentine, R.; Vargas, J.; Vizcaino, J.; Williams-Gray, B.; Zucchetto, V.

18 **Senators Absent:** Abdukader, D.; Ajdini, A.; Akan, A.; Amend, A.; Aragon, D.; Arredondo, G.; Bamshad, M.; Bayne, G.; Beltran, A.; Bergmann, R.; Brenst, A.; Buckley, M.; Calvet, L.; DiRaimo, S.; Esteves, C.; Estevez, Y.; Fayne, H.; Georges, A.; Gerry, C.; Harcourt-Smith, W.; Jebin, R.; Kabat, D.; Maldonado, D.; Maybee, J.; Mazo, S.; Morren, C.; Prince, P.; Quinones, J.; Rachlin, J.; Reyes, B.; Ricourt, M.; Rodriguez, C.; Sanchez, P.; Tananbaum, D.; Waring, E.; Washington, E.; Williams-Wallen, D.

27 The meeting was called to order by President Ricardo R. Fernández at 3:42 p.m.

28
29 **Announcements and Communications--**

30 a. President Fernández noted that the first item on the agenda is to approve the College Senate
31 minutes of September 18, 2013 and October 9, 2013. A motion to correct line 66 of the
32 October 9, 2013 College Senate minutes, from “club” to “health” was approved. The College
33 Senate minutes of September 18, 2013 and October 9, 2013 were approved unanimously by
34 voice vote.

35 President Fernández wished everyone a very nice Thanksgiving. He mentioned that the
36 School of Health Sciences Human Services and Nursing was formally presented to, and
37 approved, by the Board of Trustees Academic Affairs Committee on November 4th. It will be
38 presented for approval by the Board at the November 25th meeting. Dean candidates for the
39 School are being interviewed and the search process should conclude at the end of this month
40 or the beginning of December.

41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60
61
62
63
64
65
66
67
68
69
70

b. Student Legislative Assembly—

Ms. Madelyn Gil, of the Student Legislative Assembly, presented the report. Students are pleased with the conversations and actions regarding the extension of the Library hours. The students are also looking forward to a future resolution [on the extension of Library hours] presented to the College Senate. She thanked Provost Morrobel-Sosa for joining the SLA meeting on November 6th. She also recognized those Senators who took the time to volunteer during the legal issues and societal challenges event. The SLA will be advocating for the following initiatives: tutoring, academic advising, and increasing community service throughout the College. Ms. Gil extended an invitation to all to attend future events during the month of November including the cultural expo, which is tomorrow from 3:30-6:00p.m. The SLA is going to be “showcasing a variety of expos” (flyers are left at the front of the room). The Thanksgiving dinner is from 4-6p.m. and 7-9p.m. in the Faculty Dining Room. Ms. Gil wished everyone a Happy Thanksgiving.

REPORTS OF STANDING COMMITTEES—

1. Graduate Studies-

Prof. Janet DeSimone presented the report. She presented proposals from the department of Counseling, Leadership, Literacy, and Special Education and the department of Biology, which were approved by unanimous voice vote. See Attachment I. One informational item, an experimental course in the department of Counseling, Leadership, Literacy, and Special Education, was approved by the Committee and will be offered in spring 2014.

2. Governance Committee-

Prof. Duane Tananbaum presented the report.

71 The names of students who were nominated to serve on the Senate Standing Committees were
72 presented and approved by unanimous voice vote (see attached). Prof. Tananbaum congratulated
73 the newly elected students. See Attachment II.

74 The next Governance Committee meeting will be Monday, November 25th at 3:30p.m. in CA 201.

75 **Committee on Admissions, Evaluations and Academic Standards—**

76 Prof. Anne Rice presented the report.

77 A resolution, which would bring Lehman's grading system into conformity with the CUNY
78 standard grading system, was presented as follows:

79
80 "Resolved, that the grading system for undergraduate courses, currently consisting of A through F
81 letter grades, be modified to include a grade of A+ to differentiate "exceptional" (A+) from
82 "excellent" (A) performance."

83
84 After discussion, a vote was taken by show of hands. The motion failed with a vote of 46-20-4
85 because it did not have the support of a majority of the full Senate.

86

87 **3. Undergraduate Curriculum—**

88 Prof. Barbara Jacobson presented proposals from the following departments:

- 89 Economics and Business (Attachment III);
- 90 Health Sciences (Attachment IV);
- 91 Journalism, Communication and Theater (Attachment V);
- 92 Languages and Literatures (Attachment VI);
- 93 Interdisciplinary Linguistics Program (Attachment VII);
- 94 Middle and High School Education (Attachment VIII);
- 95 Speech, Language and Hearing Science (Attachment IX);

96 The proposals were all approved by unanimous voice vote.

97

98 Prof. Jacobson also presented experimental courses from the Economic and Business
99 Department (Attachment III) and the Interdisciplinary Linguistics Program (Attachment VII).

100
101 The next meeting is December 11th at 1:00 p.m. in C263.

103 **4. Library, Technology, and Telecommunication--**

104 Prof. Stephanie Havelka presented the report.

105 The Committee met on Wednesday, November 6th at 3:30p.m.

106 The Library extended its hours per the students' request to add 16 hours of weekly service,
107 which would bring Library hours up to 92 hours per week. The President supports this and
108 there are temporary services funds available to hire additional staff for extended hours. The
109 proposed new hours are as follows: Monday-Thursday 8am-11pm; Friday 8am-9pm; Saturday
110 11am-9pm; Sunday 11am-8pm. The new hours will go into effect Monday, December 2nd, after
111 Thanksgiving recess.

112 New Library Fines: Book fines will increase from \$0.10 to \$0.25 per day; Reserve Items will
113 increase as follows: Books from \$1.20 to \$5.00 per hour; Equipment (iPad, laptops, e-readers)
114 from \$1.20 to \$15.00 per hour.

115 Book scanners will not enable students to send scans to email.

116 The IT Division provided an overview of the proposed IT roadmap for the College. This
117 discussion will continue at the next meeting.

118 Virtual desktop computer pilot project: 75 computers will be tested on campus.

119 Call for Student Technology 2014-2015 proposals. These are usually due in March, but the
120 deadline has been moved up as follows:

121 Friday, December 6th: Proposals are due from Department Chairs for review;

122 Monday, December 16th: Proposals are due from Department Chairs and Directors to
123 respective Deans or Vice Presidents by 5pm;

124 Tuesday, January, 7th: Proposals are due from Deans/Vice Presidents to the Technology
125 Fee Committee by 5pm;

126 January 8th to February 21st: The Committee will review and evaluate submitted
127 proposals, and prepare recommendations to be submitted to the President.

128

129 The increased Library hours will extend into the following semester and be a long-term change. Chief
130 Librarian Kenneth Schlesinger reported that hours are reduced during January, when classes are not
131 in session.

132 President Fernández noted that the funding for the 75 computer pilot test came from the Borough
133 President who allocated half a million dollars to make technology more available to students. Over
134 many years and recently, we have had support from the Borough President, and the Bronx Delegation
135 to the City Council, who have given us many millions of dollars for which we are grateful.

136

137 **5. Academic Freedom—**

138 Prof. Robert Valentine presented the report.

139 The Academic Freedom Committee survey will launch first to the faculty and will go out before
140 the holidays.

141

142 The next committee meeting is Monday, December 2nd at 3:30pm in C201.

143

144 **Campus Life and Facilities —**

145 Prof. Carol Gross presented the report.

146

147 The nursing facility is moving forward. The request for qualifications went out today, and when
148 those come back in January, the request for proposal will go out. The elevators in Carman Hall and
149 the Library are being updated; construction will begin in May 2014, and it will take a couple of
150 years.

151

152 The next meeting is December 11th at 2:00p.m.

153

154 **6. Budget and Long Range Planning —**

155 Prof. Haiping presented the report.

156

157 The committee met last Wednesday. The majority of the budget has not changed; the funding
158 sources have not been changed much.

159 The final budget report was received and indicated a \$1.2 million savings from last year, which we
160 can use. Altogether, this year we are projected to have \$1.1 million in savings, so we will have a
161 balanced budget.

162
163 The next meeting is February 10th in S336. During this meeting, the committee will discuss the
164 financial report from V.P. Clark and hopes to hear about the recent administrative changes from
165 the Provost. In addition, V.P. Dellapina will report on fundraising efforts.

166

167 **7. University Faculty Senate Report—**

168 Prof. Philipp presented the report.

169
170 The court hearing on the University's motion to dismiss the Pathways lawsuits took place on
171 November 6th. The Chair of the University Faculty Senate, the President and Vice President of the
172 PSC, and others attended. All seemed to be very satisfied with the presentation by the attorneys
173 that were hired by the union on behalf of the UFS and PSC.

174
175 The Feliks Gross Endowment Awards have been funded again by VC Logue; VC Logue will be on
176 study leave at the beginning of next year, and the ceremony will be after she goes on leave, but
177 hopefully she will attend the ceremony. At Lehman College, one of our members has been
178 awarded this prestigious award in the past and we hope that this happens again. Since the
179 nominations have to be done by department chairs, the colleges recently provided the department
180 chair email addresses across the University so they can be notified. At the November 4th CUNY
181 Committee on Facilities meeting, the five year capital budget was approved, including Lehman
182 College Phase Two. The capital budget will go to the Board, where presumably it will pass and
183 then be proposed to the State for funding. There will be a significant investment in science
184 facilities across the University in this round.

185
186 On November 22nd the Council of Faculty Governance Leaders will meet with Interim Chancellor
187 Kelly to discuss, among other items, the science doctoral program restructuring. On December 6th
188 the UFS will have a conference at Baruch College that will concentrate on the science doctoral
189 program restructuring.

190
191 Prof. Phillip yielded the floor to Peter Alexanderson, Chair of the University Faculty Senate's
192 Academic Freedom Committee to discuss the proposed Expressive Activities Policy. Mr.
193 Alexanderson discussed the Expressive Activities Policy drafted by the Vice Chancellor for Legal
194 Affairs in June. The University Faculty Senate received the proposed policy a month or two ago.
195 The original version was named "Statement on Expressive Activities". Last week there was a
196 major revision, and it has been renamed "Statement on Expressive Conduct". Three weeks ago, the
197 committee received comments. In light of the revision, the Committee will have to start over
198 again. In a nutshell, this document attempts to set basic guidelines across CUNY for the rules,
199 protocols, methods, and timing for demonstrations on campus. The proposed policy will be
200 reviewed in detail by the Executive Committee and by the Academic Freedom Committee. At the
201 last Academic Freedom Committee, there was a general consensus to discuss the impact, if any, on
202 academic freedom of the assessment process. A report on that issue will probably be forthcoming
203 in Spring 2014.

204
205 Prof. Phillip yielded the floor to Prof. Cheng to discuss the University-wide meeting on Science
206 Doctoral Programs. Lehman has faculty from Chemistry, Biology and Physics that participate in
207 the CUNY Ph.D. program. This will have a major impact on all science faculty at Lehman
208 College. The University committee to discuss the changes includes Provost Morrobel Sosa, Prof.
209 Cheng and Prof. Chudnovsky from Physics, and Prof. Kennelly from Biology, as well. There was a
210 meeting yesterday regarding the future Ph.D. programs and two models were discussed: (1)
211 consortium model, which includes faculties from different colleges; and (2) the college-based
212 model where a college initiates an interdisciplinary program and allows participation by faculty
213 from other colleges. The plan is for changes to be finalized by Spring 2014. Prof. Cheng will give
214 a more detailed report in the future.

215
216 Old Business----None.

217
218 New Business----None.

219
220 **ADJOURNMENT**

221

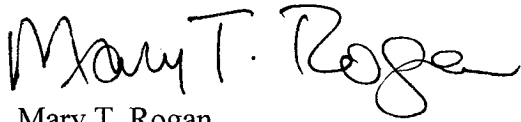
222 President Fernández adjourned the meeting at 4:42p.m.

223

224 Respectfully submitted:

225

226

A handwritten signature in black ink that reads "Mary T. Rogan". The signature is written in a cursive style with a large, stylized "M" and "R".

227

Mary T. Rogan

228

CUNY LEHMAN COLLEGE

STUDENT LEGISLATIVE ASSEMBLY

LEHMAN COLLEGE SENATE – STANDING COMMITTEE NOMINATION LIST

Wednesday October 9, 2013

GOVERNANCE COMMITTEE:

1. Madelyn Gil
2. Adelina Ajedini
3. Yenifer Estevez
4. Nikita Shetty

ADMISSIONS, EVALUATION AND ACADEMIC STANDARDS:

1. Angie Brenst
2. Scott Davis
3. Ebenezer Laud Ewul

UNDERGRADUATE CURRICULUM:

1. Marcus Perez

GRADUATE STUDIES:

1. Jeffrey Townsend

ACADEMIC FREEDOM:

1. Jeffrey Townsend
2. Christopher Rodriguez

LIBRARY TECHNOLOGY AND TELECOMMUNICATION:

1. Scott Davis
2. Gary Okipi
3. Victor Trinidad
4. Meraldo Delgado Jr.
5. Joel Vargas

CAMPUS LIFE AND FACILITIES:

1. Chittampalli Prasannavallabha
2. Danica Aragon

BUDGET AND LONG RANGE PLANNING

1. Marcus Perez
2. Rahnuma Jebin
3. Rosy Perez

Senate Meeting – November 13, 2013
Graduate Studies Report

On behalf of the Grad Studies Committee, I'd like to put forth items from the following departments:

Counseling, Leadership, Literacy, and Special Education

- New special education course: EDS 720 (pending submission of bulletin curriculum map with new additions and revisions)
- Change in special education: EDS 719 (pending submission of bulletin curriculum map with new additions and revisions);
- Change in literacy courses: EDR 702; EDR 722; EDR 703; EDR 723; EDR 713; and EDR 753

Biology

- Course changes: BIO 501
- New course: BIO 502

Does anyone have any questions and/or comments?

All those in favor of approving these proposals, please say I. Anyone opposed. Any abstentions?

Also, I have an informational item to share from the department of:

Counseling, Leadership, Literacy, and Special Education

- Experimental Course (special education program): EDS 720 (must be offered in spring 2014)

Our next meeting will be on December 11 at 11 a.m. in Carman B33A .

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2. **Course Description:**

FROM: BIO 501: [Special] Topics in [Biology.]

[2-]4 hours, [2-]4 credits [(variable). (For students whose undergraduate major was not biology).] Basic [biological] principles and their application to living organisms. [This course may be repeated twice with the approval of the Graduate Adviser.] PREREQ: One year of college biology.

TO: BIO 501: Topics in Genetics

4 hours, 4 credits. Basic genetic principles and their application to living organisms. PREREQ: One year of college biology.

3. **Rationale:**

The Department of Biological Studies has been offering one of two topics for students registering to take BIO 501: genetics or economic botany. CUNYfirst does not recognize the difference in topics and does not allow for the instance when a student registers for both genetics and economic botany special topics in the same semester. A new course and course number for economic botany is being proposed as well. Students who wish to take a special topics course in Biology outside from genetics or economic botany may elect to register for BIO 599 (January 2012 Chancellor's Report). Additionally, this course is no longer being offered as variable credits because Albany requires a four credit course for teacher certification and the department no longer offers 2- or 3-credit variable options.

4. **Date of Approval by Department:** September 10, 2013

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2. **Course Description:**

BIO 502: Topics in Economic Botany

4 hours, 4 credits. Basic economic botany principles or basic processes and structures in plants; their relation to factors in the environment; reproduction; heredity, and variations in plants. PREREQ: One year of college biology.

3. **Rationale:**

The Office of Biological Studies has been offering one of two topics for students registering to take BIO 501: genetics or economic botany. CUNY first does not recognize the difference in topics and does not allow for the instance when a student registers for both genetics and botany special topics in the same semester. A new course is needed for students who wish to take a special topics course in botany.

4. **Learning Objectives:**

- Show an understanding of scientific procedures and principles acquired through application and discussion.
- Demonstrate knowledge of the principles governing reproduction and heredity in plants through written questions on exams and assigned papers.
- Demonstrate knowledge of the principles governing the interaction of plants and their environment and how shifts in environment affect the ecology and the growth and development of plants through written questions on exams and assigned papers.

5. **Date of Approval by Department:** September 10, 2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

Program Code: 25809

1. **Type of Change:** course description; addition of fieldwork hours

2. **From:** EDR 702 Language and Literacy Acquisition and Development of Children *3 hours, 3 credits*. Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ: Permission of the coordinator.

3. **To:** EDR 702 Language and Literacy Acquisition and Development of Children *3 hours, 3 credits*. Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. (15 fieldwork hours required.) PREREQ: Permission of the coordinator.

4. **Rationale:**

This change addresses the needs of increased fieldwork as part of the requirement of the dual certification program in Literacy/Special Education.

5. **Date of departmental approval: 10/09/2013**

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION
CURRICULUM CHANGE**

Program Code: 25809

1. **Type of Change:** course description; addition of fieldwork hours

2. **From:** EDR722 Assessing and Evaluating Language and Literacy Development in Childhood Education *3 hours, 3 credits*. Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case study done under supervision. PREREQ: EDR 702 and EDR 712, or permission of the coordinator.

3. **To:** EDR722 Assessing and Evaluating Language and Literacy Development in Childhood Education *3 hours, 3 credits*. Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case study done under supervision. (15 fieldwork hours required.) PREREQ: EDR 702 and EDR 712, or permission of the coordinator.

4. **Rationale:**

This change addresses the request for additional fieldwork as part of the requirement of the dual certification program in Literacy/ Special Education, by the New York State Education Department.

5. **Date of departmental approval:** 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION
CURRICULUM CHANGE**

Program Code: 25806

1. **Type of Change:** course description; addition of fieldwork hours

2. **From:** EDR703 Language and Literacy Acquisition and Development of Pre-adolescents and Adolescents *3 hours, 3 credits*. Examination of theories of and research on language and literacy development among pre-adolescents and adolescents of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ: Permission of the coordinator.

3. **To:** EDR703 Language and Literacy Acquisition and Development of Pre-adolescents and Adolescents *3 hours, 3 credits*. Examination of theories of and research on language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. (15 fieldwork hours required.) PREREQ: Permission of the coordinator.

4. **Rationale:**

This change addresses the need of additional experience in the field as part of assisting candidates to prepare to work in schools.

5. **Date of departmental approval:** 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

Program Code: 25806

1. **Type of Change:** course description; addition of fieldwork hours

2. **From:** EDR723 Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education *3 hours, 3 credits. hours, 3 credits.* Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case study done under supervision. PREREQ: EDR 703 and EDR 713, or permission of the coordinator.

3. **To:** EDR723 Assessing and Evaluating Language and Literacy Development in Middle Childhood and Adolescent Education *3 hours, 3 credits. hours, 3 credits.* Assessing, evaluating, and facilitating language and literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Supervised use of informal, alternative, portfolio, and/or formal evaluation strategies. Case study done under supervision. (15 fieldwork hours required.) PREREQ: EDR 703 and EDR 713, or permission of the coordinator.

4. **Rationale:**

This addresses the need for additional experiences in the field as part of assisting candidates to prepare to work in schools.

5. **Date of departmental approval:** 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION
CURRICULUM CHANGE**

Program Code: 25806

1. **Type of Change:** course title and description

2. **From:** EDR 713 Instructional Approaches for Language and Literacy Development in Middle and Adolescent[s] Education. *3 hours, 3 credits.* Instructional approaches appropriate for language and literacy development in middle childhood and adolescent education based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of pre-adolescents and adolescents with varying developmental abilities. PREREQ or COREQ: EDR 703 or permission of the coordinator.

3. **To:** EDR 713 Instructional Approaches for Language and Literacy Development for Diverse Learners in Middle Childhood and Adolescent Education. *3 hours, 3 credits.* Instructional approaches appropriate for language and literacy development in middle childhood and adolescent education based upon current research. Examination, selection, design, and organization of linguistically and culturally relevant instructional practices, strategies, and materials for literacy development of pre-adolescents and adolescents with varying developmental abilities. Focus on teaching literacy in subject areas to meet the Common Core State Standards for English language arts and literacy. PREREQ or COREQ: EDR 703 or permission of the coordinator.

4. **Rationale:**
The changes made in the title of the course more accurately reflect that the course addresses the needs of diverse learners in the school community. The changes made in the course description are made to meet the newly adopted New York State Common Core Standards.

5. **Date of departmental approval:** 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION
CURRICULUM CHANGE**

Program Code: 25806

1. **Type of Change:** course title and description

2. **From:** EDR 753 [Literacy-based Literature Program in Middle Childhood and Adolescent Education.] *3 hours, 3 credits.* [Examination of research on literature-based literacy programs in middle childhood and adolescents education.] Emphasis on [programs that] facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. PREREQ: Permission of the coordinator.

3. **To:** EDR 753 Teaching Comprehensive Strategies in Literacy through Young Adult's Literature for Diverse Learners in Middle Childhood and Adolescent Education. *3 hours, 3 credits* Emphasis on comprehensive strategies in literacy, using different genres of young adolescents' literature, to facilitate literacy development among students of varying developmental abilities and from diverse linguistic and cultural backgrounds. Focus on skills, strategies, and text complexities aligned with the Common Core State Standards. PREREQ: Permission of the coordinator.

4. **Rationale:**
The changes made to the title of the course more accurately reflect that the course addresses the needs of diverse learners in the school community. The changes made in the course description are made to meet the newly adopted New York State Common Core Standards.

5. **Date of departmental approval:** 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

Program Codes: 25815; 25812; 25829

1. **Type of Change:** Course description; credit hours; corequisite

2. **From (Course Description):** EDS 719: Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings. [6 hours, 6 credits]. Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in collaborative and/or specialized educational settings. [(90 Hours Supervised Practicum Teaching at the developmental level of study required.)] PREREQ: EDS 712, EDS 714, EDS 716, EDS 741, EDS 743, EDS 715, and permission of the adviser.

3. **To:** EDS 719: Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings. 3 hours, 3 credits. Supervised practicum in the teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in collaborative and/or specialized educational settings. PREREQ: EDS 712, EDS 714, EDS 716, EDS 741, EDS 743, EDS 715, and permission of the adviser. Corequisite: EDS 720.

4. **Rationale:** Adding a separate student teaching seminar format will provide support for candidates in both the student teaching placement and for preparation for the New York State-required teaching certification assessments. This change has been made to improve the quality of the experience for candidates and to bring special education student teaching experiences consistent with that of the other departments in the School of Education.

5. **Date of Departmental Approval:** 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

Program Codes: 25815; 25812; 25829

1. Type of Change: New course

2. To: EDS 720: Student Teaching Seminar. 3 hours, 3 credits. Seminar supporting the analysis, discussion, and reflection on the student teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in inclusive and/or specialized educational settings. Required state certification student teaching assessments supported through the seminar. This is a credit-bearing course that will use a Pass/No Pass grading basis. Corequisite: EDS 719

3. Rationale: Adding a separate student teaching seminar format will provide support for candidates in both the student teaching placement and for preparation for the New York State-required teaching certification assessments. The grading basis also addresses the New York State-required teaching certification assessments. The "P/NP" grading basis allocates only a pass and a no pass option and is not factored into the GPA. For example, if a student receives an NP grade, they will not receive credit for the course and the NP grade will not be punitive (not factored into GPA).

4. Learning Objectives: By the end of the course, candidates will be able to:

- Interpret information from formal and informal assessment instruments and procedures and use the information to design appropriate curricular modifications in the learning environment.
- Successfully plan lessons that focus on the needs of students with disabilities within inclusive and/or specialized settings.
- Integrate social skill development into the curriculum.
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of culturally and linguistically diverse students with exceptional needs.
- Collaborate with general education teachers and other school personnel in integrating students with special needs into various learning environments.

- Develop and select learning experiences and strategies that affirm and respect family, cultural and societal diversity.
- Provide a stimulus-rich learning environment, including technology.
- Reflect upon personal professional practice.

5. Date of Departmental Approval: 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY AND SPECIAL
EDUCATION
CURRICULUM CHANGE**

Program Codes: 25815; 25812; 25829

1. Type of Change: Experimental course

2. To: EDS 720: Student Teaching Seminar. 3 hours, 3 credits. Seminar supporting the analysis, discussion, and reflection on the student teaching of culturally and linguistically diverse young children, childhood students, or adolescents with disabilities in inclusive and/or specialized educational settings. Required state certification student teaching assessments supported through the seminar. This is a credit-bearing course that will use a Pass/No Pass grading basis. Corequisite: EDS 719

3. Rationale: Adding a separate student teaching seminar format will provide support for candidates in both the student teaching placement and for preparation for the New York State-required teaching certification assessments. The grading basis also addresses the New York State-required teaching certification assessments. The "P/NP" grading basis allocates only a pass and a no pass option and is not factored into the GPA. For example, if a student receives an NP grade, they will not receive credit for the course and the NP grade will not be punitive (not factored into GPA).

4. Learning Objectives: By the end of the course, candidates will be able to:

- Interpret information from formal and informal assessment instruments and procedures and use the information to design appropriate curricular modifications in the learning environment.
- Successfully plan lessons that focus on the needs of students with disabilities within inclusive and/or specialized settings.
- Integrate social skill development into the curriculum.
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of culturally and linguistically diverse students with exceptional needs.
- Collaborate with general education teachers and other school personnel in integrating students with special needs into various learning environments.

- Develop and select learning experiences and strategies that affirm and respect family, cultural and societal diversity.
- Provide a stimulus-rich learning environment, including technology.
- Reflect upon personal professional practice.

5. Date of Departmental Approval: 10/09/2013

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND SPECIAL
EDUCATION**

CURRICULUM CHANGE

Program Codes: 25815; 25812; 25829

SPETE-MSED: The 36-Credit M.S.Ed. Program in Early Childhood

SPED-MSED: The 36-Credit M.S.Ed. Program Childhood:

SEA-MSED: The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12
Generalist:

SPETE-MSED ELYCHLHDDC: The 48-Credit Dual Certification Program in Early
Childhood Special Education and General Education:

SPED-MSED SEDU: The 48-Credit Dual Certification Program in Childhood Special
Education and Childhood Education:

SPETE-MSED EYCHLHDBIS: The 42-Credit Certification Program in Bilingual Early
Childhood Special Education:

SPED-MSED CHLDEDBILS: The 42-Credit Certification Program in Bilingual Childhood
Special Education:

SPETE-MSED EYCHLHDBID: The 48-Credit Dual Certification Program in Bilingual
Early Childhood Special Education and Bilingual Early Childhood Education:

SPED-MSED CHLDDGBIL: The 48-Credit Dual Certification Program in Bilingual
Childhood Special Education and Bilingual Childhood Education:

Hegis Code: 0808.00

1. Type of Change: Change in degree requirements

2. From:

The 36-Credit M.S.Ed. Program in Early Childhood:

EDS 701 (3), EDS 702 (3), EDS 743 (3), EDS 703 (3), EDS 704 (3), EDS 705 (3), EDS
741 (3), EDS 706 (3), EDS 715 (3), EDS 718 (3), EDS 719 ([6]).

The 36-Credit M.S.Ed. Program Childhood:

EDS 701 (3), EDS 707 (3), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDS 710 (3), EDS
741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 ([6]).

The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist: EDS 712 (3), EDS 743 (3), EDS 714 (3), EDS 716 (3), EDS 741 (3), EDS 715 (3), EDS 719 ([6]), ESC 519 (3), ESC 532 (3), ESC 533 (3) or ESC 534 (3), EDR 713 (3)

The 48-Credit Dual Certification Program in Early Childhood Special Education and General Education:

EDS 701 (3), EDS 702 (3), (12 credits in Early Childhood Education from the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor): EDS 743 (3), EDS 703 (3), EDS 704 (3), EDS 705 (3), EDS 741 (3), EDS 706 (3), EDS 715(3), EDS 718 (3), EDS 719 ([6]).

The 48-Credit Dual Certification Program in Childhood Special Education and Childhood Education:

EDS 701 (3), EDS 707 (3), (12 credits in Childhood Education from the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDS 710 (3), EDS 741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 ([6]).

The 42-Credit Certification Program in Bilingual Early Childhood Special Education:

*EBS 701 (3), EDS 702 (3), EDS 743 (3), EDS 703 (3), EDS 704 (3), EDC 738 (3), EDC 739 (3), EDC/EDE 727 (3), *EBS 741 (3), EDS 706 (3), EDS 715 (3), EDS 718 (3), EDS 719 ([6]).

The 42-Credit Certification Program in Bilingual Childhood Special Education:

*EBS 701 (3), EDS 707 (3), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDE 738 (3), EDE 739 (3), EDC/EDE 727 (3), *EBS 741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 ([6]).

The 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:

*EBS 701 (3), EDS 702 (3), EDS 743 (3), EDS 703 (3), EDS 704 (3), EDC 738 (3), EDC 739 (3), EDC/EDE 727 (3), EDC 715 (3); EDC 717 (3), *EBS 741 (3), EDS 706 (3), EDS 715 (3), EDS 718 (3), EDS 719 ([6]).

The 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education:

EBS 701(3), EDS 707 (3), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDE 738 (3), EDE 739 (3), EDE/EDC 727 (3), EDE 715 (3), EDE 717 (3), EBS 741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 ([6]).

3. To:

The 36-Credit M.S.Ed. Program in Early Childhood:

EDS 701 (3), EDS 702 (3), EDS 743 (3), EDS 703 (3), EDS 704 (3), EDS 705 (3), EDS 741 (3), EDS 706 (3), EDS 715 (3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

The 36-Credit M.S.Ed. Program Childhood:

EDS 701 (3), EDS 707 (3), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDS 710 (3), EDS 741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

The 36-Credit M.S.Ed. Program in Students with Disabilities Grade 7-12 Generalist:

EDS 712 (3), EDS 743 (3), EDS 714 (3), EDS 716 (3), EDS 741 (3), EDS 715 (3), EDS 719 (3), EDS 720 (3), ESC 519 (3), ESC 532 (3), ESC 533 (3) or ESC 534 (3), EDR 713 (3)

The 48-Credit Dual Certification Program in Early Childhood Special Education and General Education:

EDS 701 (3), EDS 702 (3), (12 credits in Early Childhood Education from the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor): EDS 743 (3), EDS 703 (3), EDS 704 (3), EDS 705 (3), EDS 741 (3), EDS 706 (3), EDS 715(3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

The 48-Credit Dual Certification Program in Childhood Special Education and Childhood Education:

EDS 701 (3), EDS 707 (3), (12 credits in Childhood Education from the Department of Early Childhood and Childhood Education to be determined upon consultation with the Special Education Advisor), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDS 710 (3), EDS 741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

The 42-Credit Certification Program in Bilingual Early Childhood Special Education:

*EBS 701 (3), EDS 702 (3), EDS 743 (3), EDS 703 (3), EDS 704 (3), EDC 738 (3), EDC 739 (3), EDC/EDE 727 (3), *EBS 741 (3), EDS 706 (3), EDS 715 (3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

The 42-Credit Certification Program in Bilingual Childhood Special Education:

*EBS 701 (3), EDS 707 (3), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDE 738 (3), EDE 739 (3), EDC/EDE 727 (3), *EBS 741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

The 48-Credit Dual Certification Program in Bilingual Early Childhood Special Education and Bilingual Early Childhood Education:

*EBS 701 (3), EDS 702 (3), EDS 743 (3), EDS 703 (3), EDS 704 (3), EDC 738 (3), EDC 739 (3), EDC/EDE 727 (3), EDC 715 (3); EDC 717 (3), *EBS 741 (3), EDS 706 (3), EDS 715 (3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

The 48-Credit Dual Certification Program in Bilingual Childhood Special Education and Bilingual Childhood Education:

EBS 701(3), EDS 707 (3), EDS 743 (3), EDS 708 (3), EDS 709 (3), EDE 738 (3), EDE 739 (3), EDE/EDC 727 (3), EDE 715 (3), EDE 717 (3), EBS 741 (3), EDS 711 (3), EDS 715 (3), EDS 718 (3), EDS 719 (3), EDS 720 (3).

4. Rationale: Adding a separate student teaching seminar format will provide support for candidates in both the student teaching placement and for preparation for the New York State-required teaching certification assessments. This change needs to be reflected in all of the special education programs.

5. Date of Departmental Approval: 10/09/2013

Resolved, that the grading system for undergraduate courses, currently consisting of A through F letter grades, be modified to include a grade of A+ to differentiate “exceptional” (A+) from “excellent” (A) performance.

UNIFORM GRADING SYMBOLS: GLOSSARY AND GUIDELINES

- I. The following glossary of uniform grading symbols shall be employed according to the interpretation provided below. **Grades are assigned based on the definitions contained herein. Individual units of the University need not employ all symbols but must adhere to the following interpretation for those employed and may not use any symbol that is not included in the glossary. Quality points are to be used to calculate the grade point average (GPA) or index.** A dash "--" indicates that the grade does not carry a numerical value and is not to be included in the GPA. Plus ("+") and minus ("-") grades shall be interpreted as equivalent to "+0.3" and "-0.3", except as noted.

GLOSSARY

Grade	Explanation	Quality Points
A+	Exceptional	4.00
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Satisfactory	2.00
C-		1.70
D+		1.30
D	Passing	1.00
D-		0.70
F	Failure/Unsuccessful Completion of Course	0.00
P	Pass	-
S	Satisfactory	-
U	Unsatisfactory	0.00
CR	Credit Earned	-
H	Honor (Hunter College School of Social Work only)	-
W	Withdrew	-
WA	Administrative Withdrawal non-punitive grade assigned to students who had registered for classes at the beginning of the term but did not provide proof of immunization by compliance date.	-

WF	Withdrew Failing	0.00
WN	Never Attended	0.00
WU	Withdrew Unofficially (Student attended at least one class session)	0.00
NC	No credit granted. (Restricted to regular and compensatory courses. This grade can also be used by colleges for other administrative actions such as disciplinary dismissals.)	-
R	Course must be repeated; minimum level of proficiency not attained. (Restricted to noncredit, remedial, and to developmental courses.)	-
INC	Term's work incomplete.	-
FIN	<u>E</u> from incomplete – to be used when the INC grade lapses to an F grade.	0.00
Z	No grade submitted by the instructor – a temporary grade which is assigned by the registrar pending receipt of the final grade from the instructor.	-
PEN	Grade pending.	
Y	Year or longer course of study must continue to completion.	-
SP	Satisfactory progress – restricted to thesis and research courses requiring more than one semester for completion.	
AUD	Auditor, Listener.	

The following symbols have been implemented as prefixes to grades in the student system to identify repeated courses including the application of the F grade repeat policy and Board approved variance, as well as to indicate a grade's impact on GPA and credit accumulation.

Prefix	Explanation
&	Repeated course which counts in the GPA but does not count in credits completed
*	Course does not count in the GPA and does not count in credits completed
#	Replacement grade, F grade policy, does not count in cumulative GPA
@	Repeat F grade policy, does not count in GPA, does count in credits completed

Discontinued Grades

The following grades are no longer in use and have been removed from the legend of grade symbols. **Colleges may not use any symbol which is no longer in use and therefore not included in the glossary.**

Values have been defined in this document for purposes of computation on existing transcripts.

Grade	Explanation	Quality Points	Effective Date of Removal
WP	Withdrew passing. (This grade is now redundant. The "W" grade is not considered a failure.)	-	9/1/76
K	Condition course completed. (This is not a grade.)	-	9/1/76
G	Good. (At LaGuardia Community College only. No longer in use.)	3	9/1/76
E	Excellent. (At LaGuardia Community College only. No longer in use.)	4	9/1/76
NF	Failure in a non-academic course. (At York College only. No longer in use.)	0	9/1/76
J	Failure for non-academic reasons. (No longer applicable.)	0	9/1/76
X	Non-punitive failure.	-	9/1/76
H	Honors. (Used only at Richmond College and only for students who began in Spring 1975 or earlier.)	4	9/1/76
ABS	Absent from the final; make-up exam permitted.	-	09/2008
FAB	<u>F</u> from absent –used when the ABS grade reverts to an F grade.	0.00	09/2008

FPN	<u>F</u> from pending –used when the PEN grade reverts to an F grade.	0.00	09/2008
*	Current course registration/course in progress	-	4/27/80

- II. Any student **transcript** record sent from a unit of the University must include a grade for every course for which a student has been officially registered **and not dropped during the program adjustment or refund period**. The program adjustment period, formerly referred to as the add-and-drop period, coincides with the official refund and Form A due date. Clerical, computer or professional errors are not to be considered a part of the historical record and should be deleted.
- III. **Students who officially withdraw during the program adjustment or refund period will have no grade including “W” recorded.** The program adjustment period established by each unit may not exceed the official refund period.
- IV. All courses or credits for which the student is officially registered after the program adjustment period shall be considered “attempted credits.”
- V. **A withdrawal after the program adjustment period will be assigned the grade of “W” (Withdraw) or “WF” (Withdraw Failing) or “WU” (Withdraw Unofficially, Student attended a minimum of one class) or “WN” (never attended class) depending upon the determination of the individual unit of the University. Students who officially withdraw after the official refund period, but prior to the end of the designated withdrawal period (before two-thirds of the semester has elapsed) will have a grade of “W” (withdrew) recorded. After that period, however, with special permission to withdraw by faculty and/or appropriate college committee, a grade of “W” or “WF” (withdrew-failing) may be recorded.**
- a. **A grade of “W” is assigned to students who officially drop a class after the refund period and prior to the tenth week of the semester**
 - b. **A grade of “WN” is to be assigned to students who never attended and did not officially withdraw**
 - c. **A grade of “WU” is to be assigned to students who attended a minimum of one class, stopped attending, but did not officially withdraw**
 - d. **A grade of “WF” is an official withdrawal initiated by the student or the college indicating that a student was failing the course at the time of withdrawal**

- VI. The grade of “W” is awarded only when it is clear that the student has good and sufficient reasons for withdrawing from the courses.
- VII. The “W” and “WF” grades are official withdrawals and documentation as to when the withdrawal occurred must be available at the college.
- VIII. The “WF”, “**WN**” and “WU” grades are not to be used interchangeably. These grades have a zero value in the quality points index, but the “WF” is an official withdrawal initiated either by the student or the college.
- IX. The grade of “INC” lapses to an “FIN” grade, according to a deadline established by the individual units of the University but no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session. Students who have officially withdrawn from a college and have these grades may be exempted from the limitations.**

The grade of “INC” (Incomplete) should be given by the instructor in consultation with the student with the following guidelines:

- a. **only when there is a reasonable expectation that a student can successfully complete the requirements of the course no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session**
- b. **when a student has been absent from the final exam and a make-up exam is scheduled no later than the last day of the following semester, or its equivalent in calendar time, exclusive of Summer Session**
- c. **temporary grade awarded when the disposition of the final grade requires further evaluation for reasons other than the Procedures for Imposition of Sanctions related to the Board's Academic Integrity Policy**

Transcript comments for INC grades should be added to the student record indicating the nature of the incomplete.

- X. The “PEN” grade is a temporary grade awarded when the disposition of the final grade requires further evaluation and when the absent or incomplete grades are inappropriate. **'PEN' is also used to facilitate the implementation of the Procedures for Imposition of Sanctions whereby colleges must hold a student's grade in abeyance pending the outcome of the academic review process. The PEN grade will not lapse to FPN; final determination of a**

grade will depend on final evaluation by the instructor or the outcome of the college's academic review process.

- XI. The grades of "NC" and "R" represent non-punitive failures indicating unsatisfactory completion of the course. The "R" grade is restricted to noncredit remedial courses and developmental courses; the "NC" grade is restricted to regular courses and compensatory courses. This grade can also be used by colleges for other administrative actions such as disciplinary dismissals. Neither of these grades is to be counted in the quality points index nor may it be used in lieu of incomplete or withdrew grades.
- XII. The grade "Y" denotes that the semester's work has been completed; however the course is still in progress and a final course evaluation cannot be determined until the entire activity has been concluded.
- XIII. For the purpose of satisfying the program pursuit requirements for State financial assistance awards (Section 145-2.2 of the Regulations of the Commissioner), the grades of "W", "**WA**", "WF" "**WN**", and "WU" shall signify that the course has not been completed. All other grades, with the exception of the "AUD" grade, shall signify that the course has been completed.
- XIV. The grade point average is an index of a student's scholastic performance at a particular college. All grades that carry a numerical quality point value shall be included in the calculation of the grade point average.
- XV. Any notation regarding a student's probationary status appears only on the nonpublic (or notes) section of the transcript.



Grading Policies

The "Grading Policies" page lists grades and their numerical values and equivalents, passing and failing grades and special grades. Also listed are the method for computing grade point averages (GPA's) as well as procedures for appealing grades and repeating courses.

Grading

In courses which carry college credit (with the exceptions indicated), the student is assigned a final grade (see Table 8), or R (unless the student has permission to take the course on a pass/fail basis).

This table indicates the index values and the suggested numerical values as a guide for instructors:

GRADE VALUE NUMERICAL VALUE

- A+ =4.00; 97.0-100
- A =4.00; 93.0-96.9
- A- =3.70; 90.0-92.9
- B+=3.30; 87.0-89.9
- B =3.00; 83.0-86.9
- B-=2.70; 80.0-82.9
- C+= 2.30; 77.0-79.9
- C =2.00; 73.0-76.9
- C-=1.70; 70.0-72.9
- D+=1.30; 67.0-69.9
- D= 1.00; 60.0-66.9

F, FAB, FIN, WF, WN, WU =0.00; 0-59

WA, W , WU - -

NC - -

P - -

R - -

Passing Grades

Passing grades range from A+ to D*. P is a passing grade but it does not affect the student's scholastic index.

** The C-, D+ and D grades are not considered a passing grade in certain programs. Please consult individual Major Program descriptions for details.*

Failing Grades

Failing grades are F, FIN, FAB, WF, WN, and WU. These grades are computed in the student's scholastic index. Failing grades are not removed from the student's record due to a subsequent successful completion of the course. Effective Fall 2009, WN grades would no longer be used according to the University Board of Trustees.

Effective September 1, 1990, in accordance with the resolution passed by the Board of Trustees of The City University of New York, an undergraduate student who earns an academic or administrative failing grade that is computed in the cumulative Grade Point Average may retake the course and upon successful completion of the course with a grade of C or better have the failing grade no longer computed into the G.P.A. This resolution applies to grades of C or better received for courses retaken in the Fall 1990 semester and thereafter replacing the index value of failing grades earned in courses taken in the Fall 1984 and thereafter.

The maximum number of failing credits that can legally be excluded from the computation of a student's G.P.A. is limited to 16 for the duration of the student's undergraduate enrollment in CUNY.

If a student transfers from one unit of CUNY to another, the number of failing credits replaced in the previous college(s) will be subtracted from the 16 to determine how many failing credits may be replaced during the subsequent enrollment. In order for a grade of C or better to replace a failing grade in the calculations of the cumulative G.P.A., repetition of the course must take place at the same unit of CUNY where the failing grade was originally received.

If a student received two or more F's for the same course and subsequently earns a C or better, the initial F's will, subject to the 16-credit limit, not be included in the student's cumulative G.P.A., and the total number of credits of F not calculated in the G.P.A. will be charged against the 16-credit limit.

Failing grades may not be partially deleted from the G.P.A. So, for example, if a student has used 14 of the 16-credit limit, a grade of C or better only in a retaken 2 credit or two 1-credit courses may have the F grade deleted from the calculation of the G.P.A. A grade of C or better in a three or more credit course will not be eligible for this treatment.

If a student does NOT wish to have a failing grade deleted from the cumulative G.P.A., he or she must inform the Office of the Registrar in writing any time after the second enrollment in the course. The student must be in attendance at the college when the request is made. The G.P.A. calculated on the basis of this CUNY policy is to be used only for the purposes of retention at and eligibility for graduation from the College, including admission to and continuance in a major or concentration. All failing grades will be considered in the calculations for any honors.

ABS Grade

Effective Fall 2008 ABS and FAB grades have been removed from the grading glossary, except for the purpose of computing transcripts for students registered prior to Fall 2008.

INC Grade

A student who, because of extenuating circumstances, has not taken the final examination and/or completed the work for the course and has a passing average may be assigned an INC grade.

The student, in consultation with the instructor, has up to 10 weeks in the subsequent semester to complete the work and have the grade resolved even if not registered in the subsequent semester.

Grade changes resolving INC grades must be received by the Office of the Registrar by the last day of the 10th week of classes of the subsequent semester. (See Academic Calendar for exact due date) Grades received after the deadline will not be processed unless the student has obtained approval from the Committee on Academic Standards.

The grade of INC is not considered in computing the academic index. However, if a grade change is not received by the Office of the Registrar within the above specified limits, the grade of INC is changed to FIN . This grade is considered an F grade when computing the academic index. When compiling the Dean's List INC grades are calculated as F.

PEN Grade

This is a temporary grade assigned to a student and used to facilitate the implementation of the procedures for imposition of sanctions related to academic integrity.

P/NC Grade

Two symbols, P for pass and NC for no credit, are used as grades for Student Development 101-105 courses,. These grades are not considered in computing the academic index.

In addition, for the first 28 credits attempted by matriculated students, a failing grade in a non-remedial or non-developmental 100 level course will be converted to an NC grade. A student may receive an NC grade no more than twice for any particular course. A third failure to pass the course will be recorded as an F grade.

The grade of NC is not removed from the student's record due to a subsequent successful completion of the course. Though the NC grade is not computed in the index for retention purposes, it is always computed as an F for graduation honors and Dean's List.

Students should be aware that other colleges, universities, agencies and institutions may interpret the NC as a failure.

R Grade

The R grade is used to record a failure in a remedial or developmental course. It carries no grade point value in computing the index for retention purposes.

The course must be repeated until the required level of proficiency is attained but a student may receive an R grade no more than twice for any particular course. A third failure to pass the course will be recorded as an F grade.

The R grade is always regarded as an F for graduation honors and Dean's List. The R grade is not removed from the student's record due to a subsequent successful completion of the course.

Students should be aware that other colleges, universities, agencies and institutions may regard the R as a failure.

W/*WN/WU Grade

In the case of a withdrawal from a course, three symbols are used:

- W, signifying withdrawal from a course without penalty, which is recorded on the student's record after the end of the 3rd week of classes;
- *WN signifying that a student never attended the course; and
- WU signifying an unofficial withdrawal from a course (see Procedures for Change of Program and Withdrawal from a Course).

In computing the academic index, W and *WN are not counted, but WU counts as a failure.

Z Grade

The Z grade is an administrative grade, which cannot be assigned by an instructor. It is assigned when no grade has been submitted by the instructor.

It has no index value and, therefore, is not considered when computing the G.P.A.

WA Grade

The WA grade is a grade assigned by administrative action and cannot be assigned by an instructor. It is assigned when the student is administratively suspended from classes.

It has no index value and, therefore, is not considered when computing the G.P.A.

Procedure for Appeal of a Grade

If a student wishes to appeal a grade that has been received, the student is asked to initially consult the instructor.

Should the student desire to pursue this matter further, the student may see the chairperson of the department and finally the Committee on Academic Standards.

The Committee can consider instructors' adherence to their stated standards (Instructors should keep, in department offices, available copies of course syllabi, which should include the grading practice for each course.) and documented complaints of instructor-student relations, which will be kept confidential.

The Committee cannot evaluate subject matter, evaluate competence of instructor or compel an instructor to change a grade. The decision of the Committee will be submitted in writing to both the student and the instructor as a recommendation. The instructor will notify the student if the grade is to be changed.

The student may appeal the denial of the petition to the Committee on Academic Standards.

Grades are based only on work, including the final examinations, done during the semester. Grade changes will not be considered for work submitted after the semester has ended, except in cases of assigned INC and ABS grades.

Necessary forms for appeals and denials of appeals can be found in the Academic Advisement Center.

There is a two-year limitation on appeals for retroactive change of transcript entry. Grades cannot be changed once a student has graduated.

Repeated Courses

Credit is not granted for repeated courses that have been passed.

However, grades in repeated courses are computed in the student's index.

It should be noted that a student may audit a course as described in the procedure for auditing of courses previously indicated.

Computation of Grade Point Average

As indicated in the following table, each grade has a numerical value, which is used in computing the Grade Point Average (GPA).

Grade=Numerical Index; Equivalent Test Score

- A+= 4.00; 97.0-100
- A- =4.00; 93.0-96.9
- A- =3.70; 90.0-92.9
- B+=3.30; 87.0-89.9
- B =3.00; 83.0-86.9
- B-=2.70; 80.0-82.9
- C+=2.30; 77.0-79.9
- C =2.00; 73.0-76.9
- C-=1.70; 70.0-72.9
- D+=1.30; 67.0-69.9
- D =1.00; 60.0-66.9
- F, FAB, FIN, WF, WN, WU= 0.00; 0-59

The scholastic index(GPA) is computed by multiplying the total number of credits earned by the numerical index values of the grades and dividing the sum by the total number of credits attempted, including courses failed.

For the purpose of computing academic index neither the credits nor the grades of W, WA, *WN, Z, P, R, and NC are counted, while FIN, WN and WU are counted as failures.

To determine the cumulative point value or deviation value the grade C is used as the reference grade. An overall C (2.0) average is required for graduation, in addition to an overall C average in the major discipline for most majors. Please consult individual major program descriptions for details.

Example:

- English 125 (4 credits) C+ : $4 \times 2.3 = 9.2$
- Math 111 (4 credits) C-: $4 \times 1.7 = 6.8$
- Psychology 102 (3 credits) B: $3 \times 3.0 = 9.0$
- Biology 110 (3 credits) C: $3 \times 2.0 = 6.0$
- Student Development 102 (1 credit) P=Not computed in GPA

Total Credits for GPA=14. Total Quality Points=31

Divide 31 by 14, and this student's GPA is 2.21

Cumulative Point Value(CPV) and Academic Deficits

The Cumulative Point Value is computed similarly to the Grade Point Average, but using the values A+ = +2, A = +2, A- = +1.7, B+ = +1.3, B = +1, B- = +0.7, C+ = +0.3, C = 0, C- = -0.3, D+ = -0.7, D = -1, and F, WN, WU and FIN = -2.

The major difference in the computation, as compared to the GPA, is that all courses taken at all colleges are included, not only courses that transferred to York.

Each student must have a Cumulative Point Value of 0 or greater to graduate from York College.

A student with a negative Cumulative Point Value is said to have an Academic Deficit. If a student enters with an Academic Deficit, a notation to this effect appears on the student's transcript along with the grades from previous institutions that are used to compute the Cumulative Point Value.

HUNTER

The City University of New York

Office of the Registrar • Room 217 Hunter North • Phone: (212) 650-3430 • Fax: (212) 650-3632
<http://registrar.hunter.cuny.edu>

Date: May 16, 2013
To: Hunter College Faculty
From: Marilyn Daley-Weston, Registrar
Re: **Spring 2013** – Grade Roster Information

Grade Rosters shall be submitted

Friday, May 17 through Monday, June 3, 2013. There will be NO EXTENSION to the June 3rd deadline.

All grades have to be submitted via CUNYfirst.

Instructors should refer to the “Quick Guide: Entering Grades and Using Grade Roster” by going to
http://www.hunter.cuny.edu/cunyfirst/repository/files/QG_enter_grades.pdf

Please check the Hunter

<http://www.hunter.cuny.edu/cunyfirst/faculty-and-staff/cunyfirst-training-and-support>

for additional assistance including daily workshops offered by the TRC

http://reg.abcsignup.com/view/view_month.aspx?as=31&wp=990&aid=HUNT

The Grade Roster system will be available from 9:00 AM on Friday, May 17th and it will end at 1:00 PM on June 3rd. Due to scheduled maintenance, CUNYfirst will not be available May 18, 7pm, to May 19, 7pm. Grades will be available to students through CUNY First, the day after they are marked as “approved” by the Instructor. Such grades will be collected and posted overnight by the registrar.

The deadline for Spring 2013 grade submission is 48 business hours after your final exam. The Grade Roster system will not be available after June 3, 2013. If grades are not submitted by this date, you may have to complete individual Change of Grade forms for each student’s grade.

Grading Systems

LETTER GRADE	GPA Value	UNDERGRADUATE GRADE SCALE		GRADE SCALE		LETTER GRADE	GPA VALUE	GRADUATE GRADE SCALE		SCHOOL OF SOCIAL WORK
		%	CR/NC	%	%					
A+	4.0	97.5 -100%	CR	70.0 -100	A+	4.0	97.5 -100%	H =	Honors	
A	4.0	92.5 -97.4			A	4.0	92.5 -97.4	CR =	Credit	
A-	3.7	90.0 -92.4			A-	3.7	90.0 -92.4	NC =	No Credit	
B+	3.3	87.5 -89.9			B+	3.3	87.5 -89.9			
B	3.0	82.5 -87.4			B	3.0	82.5 -87.4			
B-	2.7	80.0 -82.4			B-	2.7	80.0 -82.4			
C+	2.3	77.5 -79.9			C+	2.3	77.5 -79.9			
C	2.0	70.0 -77.4			C	2.0	70.0 -77.4			
D	1.0	60.0 -69.9								
F	0	0.0 -59.9	NC	0.0 -69.0	F	0	0.0 -69.9			

- Y** - Year or longer course of study must continue to completion -- restricted to clinical/practicum courses in Health Science programs or Independent/Honor courses. “Y” grades are changed via Grade Change Forms, after year long course is completed.
- SP** - Satisfactory Progress (graduate only) - Used only for research courses when a thesis has not been completed but progress has been made.
- P** - Satisfactory completion of a graduate thesis course or graduate research equivalent.
- INC** - INCOMPLETE - Student for valid reason does not complete the work assigned (including final exams, papers etc.) and in your view has a reasonable chance to pass the course.
- AU** - AUDITOR
The student must have requested the status of auditor at the start of the semester. If a student in your course officially applied for auditor’s status, a grade of “**AU**” will appear in the grade column. This grade cannot be assigned by the instructor.
- W** - OFFICIAL WITHDRAWAL
If a student in your course OFFICIALLY withdrew, a grade of “**W**” will appear in the grade column. .
- WA** - ADMINISTRATIVE WITHDRAWAL
Student did not comply with immunization requirements. **THE STUDENT MUST COMPLY WITH IMMUNIZATION REQUIREMENTS BY**

May 24, 2013 or the "WA" GRADE WILL BE PERMANENT - NO GRADE CHANGES WILL BE ALLOWED.

WU - UNOFFICIAL WITHDRAWAL

If a student stopped attending your course and a pre-marked "W" does not appear in the grade column, a "WU" grade should be assigned. Equivalent to "F".

PEN- PENDING – This grade should only be used if a student is being investigated for **Academic Dishonesty**. A "PEN" grade will be posted to the student's record in CUNY First.

CR/NC – These grades should only be used in accordance with the Credit/No Credit Grade Policy (must be requested by student).

WN - This grade should be assigned if the student **NEVER** attended your course.

Students not listed on roster: If a student in your class does not appear on the roster, please refer the student to the OASIS, Room 217 North. Until the student is actually registered, you will be unable to assign a grade.

If you have any questions regarding the above procedures, you may send an e-mail to webgrade@hunter.cuny.edu or call us at 212-650-3430.

Eija Ayurvainen, Vita Rabinowitz, Deans, Chairs

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. Type of Change: Change in curriculum requirements for a major in Economics

2. FROM: 34-CREDIT MAJOR IN ECONOMICS, B.A.

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

Core Course Requirement (22 credits):

- 12 in economic analysis: ECO 166-167 and 300-301
- 10 in quantitative methods: ECO 302-402 and either MAT 174 or 175

[Concentration Requirement (12 credits in one of the four fields below):

Urban Economics:

- [BBA 305: Consumer Economics]
- ECO 314: Urban Economics
- ECO 316: Economics of Inequality
- POL 310: Urban Politics and Government

Managerial Economics:

- BBA 204: Principles of Management
- [BBA 324: International Economics]
- [BBA 326: Labor Economics]
- [BBA 431: Managerial Economics]

Financial Economics:

- BBA 207: Principles of Finance
- ECO 331: Industrial Organization
- BBA 308: Corporation Finance
- BBA 310: Security and Investment Analysis

Political Economy:

- ECO 311: Public Economics
- ECO 400: Development of Economic Thought
- ECO 338: Law and Economics
- POL 211: Public Policy

No multiple concentrations are permitted.]

3. TO: 34-CREDIT MAJOR IN ECONOMICS, B.A.

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

Core Course Requirement (22 credits):

12 *in economic analysis*: ECO 166-167 and 300-301

10 *in quantitative methods*: ECO 302-402 and either MAT 174 or 175

Elective Courses (12 credits):

Select four courses from the following list:

ECO 305: Consumer Economics

ECO 306: Money & Banking

ECO 311: Public Economics

ECO 322: Economic Development

ECO 324: International Economics

ECO 326: Labor Economics

ECO 331: Industrial Organization

ECO 338: Law and Economics

ECO 401: Introduction to Mathematical Economics

ECO 431: Managerial Economics

BBA 310: Security and Investment Analysis

4. Rationale:

This revised economic program allows students to choose from a list of electives which permit them to explore different areas of the study of economics instead of streamlining them to areas even before they are exposed to the general economic education. In addition, this revision aligns Lehman's economics program with the traditional economic programs typically offered in other U.S. colleges.

The change of alpha codes is appropriate given that the content of the courses are economics.

5. Date of Departmental Approval: October 23, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha codes
2. **FROM:**
[BBA 305]: Consumer Economics. *3 hours, 3 credits.* Financial decision-making strategies in education, health, careers, housing, credit, insurance, and investment from the point of view of the consumer and family. PREREQ: BBA 168 and 169 or ECO 166 and 167.
3. **TO:**
ECO 305: Consumer Economics. *3 hours, 3 credits.* Financial decision-making strategies in education, health, careers, housing, credit, insurance, and investment from the point of view of the consumer and family. PREREQ: BBA 168 and 169 or ECO 166 and 167.
4. **Rationale:**
The alpha code is changed to appropriately reflect the economic content of the course.
5. **Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Change in course prerequisite

2. **FROM:**
ECO 311: Public Economics. *3 hours, 3 credits.* Types of market failures and rationales for government intervention in economic activity; theory of public goods; collective choice; cost-benefit analysis; positive and normative aspects of expenditure and taxation policies; the U.S. tax structure. [PREREQ: ECO 301 and 306.]

3. **TO:**
ECO 311: Public Economics. 3 hours, 3 credits. Types of market failures and rationales for government intervention in economic activity; theory of public goods; collective choice; cost-benefit analysis; positive and normative aspects of expenditure and taxation policies; the U.S. tax structure. PREREQ: ECO 301.

4. **Rationale:**

ECO 306 (Money & Banking) is not needed to study Public Economics.

5. **Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

- 1. Type of Change:** Change in alpha codes
- 2. FROM:**
[BBA 324]: International Economics. *3 hours, 3 credits.* Theory of international relations: trade, investment, growth, balance of payments, currency values, and policy issues; trade restrictions, common markets, multinational firms, imperialism, and international monetary reform. PREREQ: BBA 168 and 169 or ECO 166 and 167
- 3. TO:**
ECO 324: International Economics. *3 hours, 3 credits.* Theory of international relations: trade, investment, growth, balance of payments, currency values, and policy issues; trade restrictions, common markets, multinational firms, imperialism, and international monetary reform. PREREQ: BBA 168 and 169 or ECO 166 and 167
- 4. Rationale:**
The alpha code is changed to appropriately reflect the economic content of the course.
- 5. Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

- 1. Type of Change:** Change in alpha codes
- 2. FROM:**
[BBA 326]: Labor Economics. 3 hours, 3 credits. History and present status of organized labor force and trade unions; collective bargaining; unemployment and labor income; hours, wage rates, and working conditions; and government regulations of industrial relations. PREREQ: BBA 168 and 169 or ECO 166 and 167.
- 3. TO:**
ECO 326: Labor Economics. 3 hours, 3 credits. History and present status of organized labor force and trade unions; collective bargaining; unemployment and labor income; hours, wage rates, and working conditions; and government regulations of industrial relations. PREREQ: BBA 168 and 169 or ECO 166 and 167.
- 4. Rationale:**
The alpha code is changed to appropriately reflect the economic content of the course.
- 5. Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

- 1. Type of Change:** Change in course prerequisite

- 2. FROM:**
ECO 338: Law and Economics. 3 hours, 3 credits. Applications of price theoretic reasoning to legal institutions and the legal perspective to economic phenomena. [PREREQ: ECO 166 and 167 and either BBA 336 or a POL course chosen from POL 226, 227, 228, 319, 321, or 322.]

- 3. TO:**
ECO 338: Law and Economics. 3 hours, 3 credits. Applications of price theoretic reasoning to legal institutions and the legal perspective to economic phenomena. PREREQ: ECO 167.

- 4. Rationale:**
ECO 167 (Intro to Microeconomics) is the only appropriate pre-requisite for this course given that the course content relates to price theoretic issues.

- 5. Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Change in alpha codes, course description and pre-requisite
2. **FROM:**
[BBA 431]: Managerial Economics. 3 hours, 3 credits. [The use of economic tools and concepts in making managerial decisions in such areas as allocation of physical and human resources, project development, and organizational restructuring. PREREQ: BBA 168 and 169, or ECO 166 and 167, and BBA 204.]
3. **TO:**
ECO 431: Managerial Economics. 3 hours, 3 credits. The application of economic tools and analysis to optimize business decisions given firm's objectives and scarcity constraints, using information, pricing and game theory. PREREQ: BBA 168 and 169, or ECO 166 and 167.
4. **Rationale:**
The alpha code and the course description are changed to appropriately reflect the economic content of the course. Given that the subject matter focuses on the economic behavior of firms or organizations, only ECO 166 and 167 are relevant and BBA 204 (Principles of Management) is not necessary.
5. **Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

- 1. Type of Change:** Change in course prerequisite

- 2. FROM:**
BBA 303: Business Statistics 1: 3 hours, 3 credits. Graphical methods and exploratory business data analysis; the normal distribution and sampling distribution of the mean estimation for means and proportions; and introduction to hypothesis testing for one and two groups. PREREQ: [Three credits of college mathematics.] NOTE: Students may not receive credit for both BBA 303 and ECO 302.

- 3. TO:**
BBA 303: Business Statistics 1: 3 hours, 3 credits. Graphical methods and exploratory business data analysis; the normal distribution and sampling distribution of the mean estimation for means and proportions; and introduction to hypothesis testing for one and two groups. PREREQ: MAT 132 or 171 or 172 or 174 or 175. NOTE: Students may not receive credit for both ECO 302 and BBA 303.

- 4. Rationale:**

The college mathematics course that is required needs to be clearly stated for ease of transfer of credits and transparency.

- 5. Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

- 1. Type of Change:** Change in course prerequisite

- 2. FROM:**
ECO 302: Economic Statistics . 3 hours, 3 credits. Descriptive statistical methods used in economic analysis: probability distributions; sampling and estimation; confidence intervals; hypothesis testing; correlation and linear regression.
PREREQ: ECO 166 and [3 credits of college mathematics]. NOTE: Students may not receive credit for both ECO 302 and BBA 303.

- 3. TO:**
ECO 302: Economic Statistics . 3 hours, 3 credits. Descriptive statistical methods used in economic analysis: probability distributions; sampling and estimation; confidence intervals; hypothesis testing; correlation and linear regression.
PREREQ: ECO 166 and MAT 132 or 171 or 172 or 174 or 175. NOTE: Students may not receive credit for both ECO 302 and BBA 303.

- 4. Rationale:**

The college mathematics course that is required needs to be clearly stated for ease of transfer of credits and transparency.

- 5. Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Change in Degree Requirements of the Bachelor of Business Administration Degree (B.B.A.)

2. **FROM:**

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

Departmental Credits [(36)]

[6] in [business economics] : [BBA 168, 169]

[6] in accounting: ACC 171, 272

[6] in quantitative methods for business: BBA 303, 403

[9] in management: BBA 204, 405, 407

[9] in one area of concentration:

Finance: BBA 207, 308, 310

Marketing: BBA 332, 367, 467

Accounting: ACC 334, 335, 348

Human Resource Management: BBA 327, 328, 329

Business Law: BBA 336, 337 and [either 339 or 340]

International Business: [BBA 324, 432, 433]

Business Economics: [BBA 305, 326, 431]

E-Business: BBA 333, 340, 433

Hospitality Management: BBA 345, 346, 347

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

[Students concentrating in both Business Law and E-Business must take both BBA 339 and 340.]

[Students concentrating in both International Business and E-Business, which have BBA 433 in common must take BBA 367 as the required sixth course.]

Credits in Other Departments [(10)]

[2] in ethical and legal responsibilities: PHI 330

[3] in business writing: ENW 300

[4] in business computing: CIS 211

[NOTE 1: A minor field is also required. This minor should be attained in a department outside the Department of Economics and Business.]

[NOTE 2:] All students are admitted to this major on a provisional basis. To maintain matriculation, the enrollees must attain a minimum cumulative index of 2.7 (B-) in the first four BBA-Pre-fixed courses they will have taken at Lehman College at first trial. Students who fail to maintain this minimum index will be removed from the BBA program. [These students can not switch to BS in Accounting. However, they may switch to BA in Economics or BA in Accounting. Students removed from BBA program may also switch to and count previously taken BBA-prefixed courses toward a minor in Management, Business Practice or Accounting.]

3. TO: Degree Requirements of the 46-47 credit Bachelor of Business Administration Degree (B.B.A.)

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

Departmental Credits (36 credits):

6 credits in economics : ECO 166, 167

6 credits in accounting: ACC 171, 272

6 credits in quantitative methods for business: BBA 303, 403

9 credits in management: BBA 204, 405, 407

9 credits in one area of concentration:

Finance: BBA 207, 308, 310

Marketing: BBA 332, 367, 467

Accounting: ACC 334, 335, 348

Human Resource Management: BBA 327, 328, 329

Business Law: BBA 336, 337 and 339
International Business: ECO 324, BBA 432, BBA 433
Business Economics: ECO 305, 326, 431
E-Business: BBA 333, 340, 433
Hospitality Management: BBA 345, 346, 347

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

Credits in Other Departments (10-11 credits):

3 credits in ethical and legal responsibilities: PHI 330

3 credits in business writing: ENW 300

4-5 credits in mathematics: MAT 132 or 171 or 172 or 174 or 175

Note: CIS 211 is recommended but not required.

NOTE: All students are admitted to this major on a provisional basis. To maintain matriculation, the enrollees must attain a minimum cumulative index of 2.7 (B-) in the first four BBA-Pre-fixed courses they will have taken at Lehman College at first trial. Students who fail to maintain this minimum index will be removed from the BBA program.

1. Rationale:

The alpha codes for BBA 324, BBA 326, BBA 305 and BBA 431 are changed to ECO-codes to reflect the economic content of these courses.

Since the department is not offering E-Business concentration and has no plans to do so in the future, the dual concentration information with international and E-Business as well as Business Law and E-Business are omitted. Similarly, BBA 340 (Internet Law) was never offered and thus, omitted from the Business Law concentration to reflect this.

NOTE 1 is removed since CUNY no longer requires students to have a minor. Also, NOTE 2 is revised since the recommendation of which program students may switch to, if removed from the program, is not necessary as students may consult with their academic advisor in making that decision.

The number of credits required to complete the BBA program is changed from 46 credits to 46-47 credits since MAT 171/172/174/175 are 5 credits (with 1 credit for lab) while MAT 132 is 4 credits. Math requirement is replacing the CIS 211 requirement as business students need strong quantitative skills for the major courses particularly for those choosing the finance concentration.

Course content of ECO 166 and BBA 168 are the same. Similarly, the content of ECO 167 and BBA 169 are the same. Thus, BBA 168 and BBA 169 are replaced by ECO 166 and ECO 167 to avoid duplications.

2. Date of Departmental Approval: October 23, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

- 1. Type of Change:** Change in course description and prerequisites.
- 2. FROM:** BBA 207: Principles of Finance. *3 hours, 3 credits.* [Basic concepts of finance. Includes financial environment of the U.S. economy. Basic tools of financial analysis and managerial finance topics.]
- 3. TO:** BBA 207: Principles of Finance. *3 hours, 3 credits.* Basic principles of finance, including the functions of financial markets and institutions, financial statement analysis, discounted cash flow valuation, asset pricing models, the cost of capital, and financial risk management. PREREQ: BBA 168 and 169 or ECO 166 and 167, ACC 171.
- 4. Rationale:** The course description is changed to provide a clearer differentiation between this introductory course and Corporate Finance (BBA 308). Since this course also serves as a bridge between economics and accounting courses and topics in financial decisions making, students need to have solid understanding of basic micro & macroeconomics and accounting. The prerequisites have been changed to reflect this required understanding of economics and accounting.
- 5. Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

2. **Type of Change:** Changes in course name, description, and prerequisites.
3. **FROM:** BBA 308: [Corporation Finance]. 3 hours, 3 credits. [The economic significance of the corporate unit in present-day enterprise; its financial organization and practices; the purpose and procedures of financial reorganization. PREREQ: ACC 171.]
4. **TO:** BBA 308: Corporate Finance. 3 hours, 3 credits. Fundamental principles of Corporate Finance, including financial statement analysis, the time value of money (TVM) , characteristics and valuation of financial assets, elements of debt, and equity financing, capital structure and dividend policy, financial modeling, working capital management, and short-term financial planning. PREREQ: BBA 207 and MAT 171 or 172.
5. **Rationale:** The goal of this course is to help students understand ways in which a corporation can create its financial structure. To have a better understanding of the course topics and their applications using financial numbers, students need to have completed an introduction to finance as well as have quantitative skills and knowledge. The name of the course is changed to the title commonly used at other institutions and programs.
5. **Date of Departmental Approval:** September 25, 2013

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

1. Type of Change: New Course

2. Course Description: ECO 370 – Internship in Economics. 1 Semester, 3 credits. One hour of weekly class meetings plus eight to ten hours of supervised internship in a setting where students can combine their academic education in economics with work experience in their area of study. PREREQ: Departmental permission after student has located and arranged for the internship with an organization.

3. Rationale: A great majority of corporations require students to enroll for course credit in order to work in an internship position. On-site training provides valuable knowledge and skills to a student that is not available in the classroom. Additionally, the completion of an internship improves students' job prospects and serves as the first step in establishing previous work experience, which is often required upon hire.

4. Learning Objectives:

- Acquire an understanding of professional business environment through direct work experience
- Develop corporate communication (Oral and writing) skills, analytical thinking skills, and organizational and time management skills through assignments and deadlines
- Develop networking skills and build professional relationships with peers, subordinates and supervisors
- Discuss issues (such as conflicts and negative feedback) often encountered in the workplace and identify ways/methods to handle and resolve them
- Identify and discuss the connection between coursework and fieldwork experience
- Articulate future career goals and develop a plan for achieving benchmarks towards those goals

5. Date of Departmental approval: October 23, 2013

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

1. Type of Change: New Course

2. Course Description: ACC 370 – Internship in Accounting. 1 Semester, 3 credits. One hour of weekly class meetings plus eight to ten hours of supervised internship in a setting where students can combine their academic education in accounting with work experience in their area of study. **PREREQ:** Departmental permission after student has located and arranged for the internship with an organization.

3. Rationale: A great majority of corporations require students to enroll for course credit in order to work in an internship position. On-site training provides valuable knowledge and skills to a student that is not available in the classroom. Additionally, the completion of an internship improves students' job prospects and serves as the first step in establishing previous work experience, which is often required upon hire.

4. Learning Objectives:

- Acquire an understanding of professional business environment through direct work experience
- Develop corporate communication (Oral and writing) skills, analytical thinking skills, and organizational and time management skills through assignments and deadlines
- Develop networking skills and build professional relationships with peers, subordinates and supervisors
- Discuss issues (such as conflicts and negative feedback) often encountered in the workplace and identify ways/methods to handle and resolve them
- Identify and discuss the connection between coursework and fieldwork experience
- Articulate future career goals and develop a plan for achieving benchmarks towards those goals

5. Date of Departmental approval: October 23, 2013

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

DEPARTMENT OF ECONOMICS & BUSINESS

CURRICULUM CHANGE

1. Type of Change: New Course

2. Course Description: BBA 370– Internship in Business. 1 Semester, 3 credits. One hour of weekly class meetings plus eight to ten hours of supervised internship in a setting where students can combine their academic education in business with work experience in their area of study. **PREREQ:** Departmental permission after student has located and arranged for the internship with an organization.

3. Rationale: A great majority of corporations require students to enroll for course credit in order to work in an internship position. On-site training provides valuable knowledge and skills to a student that is not available in the classroom. Additionally, the completion of an internship improves students' job prospects and serves as the first step in establishing previous work experience, which is often required upon hire.

4. Learning Objectives:

- Acquire an understanding of professional business environment through direct work experience
- Develop corporate communication (Oral and writing) skills, analytical thinking skills, and organizational and time management skills through assignments and deadlines
- Develop networking skills and build professional relationships with peers, subordinates and supervisors
- Discuss issues (such as conflicts and negative feedback) often encountered in the workplace and identify ways/methods to handle and resolve them
- Identify and discuss the connection between coursework and fieldwork experience
- Articulate future career goals and develop a plan for achieving benchmarks towards those goals

5. Date of Departmental approval: October 23, 2103

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

Department of Economics and Business

CURRICULUM CHANGE

1. Type of Change: Experimental course.

2. Course Description:

BBA(WST) 349: Women and Advertising. *3 hours, 3 credits.* Impact of the commercial advertising media on the careers and personal aspirations of women in the US and globally. Exploration of the interdependent relationship between advertising and the beauty industry. Topics include advertising design, gender based advertising, consumerism and several current theories connecting consumer behavior to advertising. PREREQ: None.

3. Rationale: This course will serve to round out the women studies program curriculum to include courses directly addressing the impact of marketing practices on women. It enriches the economics and business curriculum by providing an in-depth focus on a consumer market (women) that is critical to the success of virtually every consumer products business.

4. Learning Objectives:

- Acquire a broad understanding of the commercial advertising media, its role in the overall marketing process, and its use of sexualized imagery
- Conduct a content analysis of various advertisements
- Identify techniques used by advertisers to influence consumer responses
- Describe several prominent theories that inform advertising effectiveness
- Map theories and techniques to the impact on women

5. Date of Economics and Business Departmental Approval: September 25, 2013
Date of Program in Women's Studies Approval: Oct. 29, 2013.

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. Type of Change: Change in hours

2. Course Description:

From:

DFN 220: Foods, Society, and Health.

5 hours (3, lecture; 2, lab), 4 credits. An in-depth exploration of techniques of food selection and preparation, with emphasis on sociocultural, ecological, and health issues. PREREQ: DFN 120.

To:

DFN 220: Foods, Society, and Health.

5 hours (2, lecture; 3, lab), 4 credits. An in-depth exploration of techniques of food selection and preparation, with emphasis on sociocultural, ecological, and health issues. PREREQ: DFN 120.

3. Rationale:

The lecture portion of the course has over the years been shortened to 2 hours per week with the lab enhanced to give the students more hands-on food preparation experience which is needed in the dietetics profession. With our new food laboratory facilities, the laboratory part of the course is emphasized.

4: Date of approval by department: **May 08, 2012**

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of change:** change of corequisite

2. **Course Description:**

From:

DFN 330: Quantity Food Procurement, Production, and Service 3 hours, 3 credits. Principles of volume food procurement, production, and service for complex food service organizations. Emphasis on quality standards, sanitation, cost control, food service delivery systems, and food service equipment.

PREREQ: DFN 220 and HSD 240. COREQ: DFN 370.

To: DFN 330: Quantity Food Procurement, Production, and Service 3 hours, 3 credits. Principles of volume food procurement, production, and service for complex food service organizations. Emphasis on quality standards, sanitation, cost control, food service delivery systems, and food service equipment.

PREREQ: DFN 220 and HSD 240.

3. **Rationale:** The corequisite of DFN370 was eliminated several years ago. Students are no longer required to take this course yet it still appears as a corequisite for DFN330 in Cunyfirst, thus preventing registration by appropriate students.

4. **Date of Approval by Department:** May 08, 2012

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

DEPARTMENT OF JOURNALISM, COMMUNICATION, AND THEATRE

CURRICULUM CHANGE

1. **Type of Change:** Hours, Description
2. **From:** **MMS 213: History of Cinema.** [4] hours [(2, lecture; 2 lab)], 3 credits. [Survey of the d]evelopment and theory of motion picture art.
3. **To:** **MMS 213: History of Cinema.** 3 hours, 3 credits. Development and theory of motion pictures arts from the silent era to the present.
4. **Rationale:** Consistent with changes in the curricular structure of the College's General Education program, as well as with the other course offerings in the Department's restructured Multimedia Studies Major, particularly its Film track, MMS 213 (History of Cinema) is now offered as a 3-hour course.

The slight elaboration of the Description aims to clarify course-content for students and thereby to increase the course's appeal to potential majors and minors.

These changes support the learning goals and objectives of the Multimedia Media Major and the Film track.

5. **Date of Journalism, Communication, and Theatre Department Approval:**
September 9, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** Title
2. **From:** **MMS 218: Animation and Anime [Storytelling].** 3 hours, 3 credits. Overview and examination of story construction and presentation in animation/anime films focusing on the theory and practice of storyboard creation.
3. **To:** **MMS 218: Animation and Anime Narrative.** 3 hours, 3 credits. Overview and examination of story construction and presentation in animation/anime films focusing on the theory and practice of storyboard creation.
4. **Rationale:** The change in Title for MMS 218 (Animation and Anime Narrative) reflects contemporary critical terminology for the general study of what is now called animated narratives or narrative animations, as well as for the narrative structures of animated films in the sub-category of anime. The Department is updating this title as it makes MMS 218 available both to students in its restructured Multimedia Media Studies program, particularly its Film track.

These changes support the learning goals and objectives of the Multimedia Media Major and the Film track.
5. **Date of Journalism, Communication, and Theatre Department Approval:**
September 9, 2013

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

DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE

CURRICULUM CHANGE

1. **Type of change:** Number Code, Credits, Description
2. **From: MMS [250]: [Topics in] Asian Cinema.** 3 hours, 3 credits [(maximum 6 credits)]. Narrative films from [different] Asian nations and cultures. [Emphasis on t]raditional artistic influences[,] cinematic constructs of national identity, historical context, culture, [genres,] and [its relationship with] global cinema.
3. **To: MMS 241: Asian Cinema.** 3 hours, 3 credits. Narrative films from various Asian nations and cultures. Traditional artistic influences; cinematic constructs of national identity, historical context, and culture; role in global cinema.
4. **Rationale:** The change in Number Code for MMS 241 (Asian Cinema) reflects the Department's decision to shift MMS 241 from a Special Topics course to a regular offering in its restructured Multimedia Media Studies program, particularly its Film track.

Because MMS 241 is no longer a topics course but a course with a stable curriculum, it is no longer possible for students to repeat it. Hence the removal of the 6-credit option.

The change in Description clarifies and updates the original.

These changes support the learning goals and objectives of the Multimedia Media Major and the Film track.
5. **Date of Journalism, Communication, and Theatre Department Approval:**
September 9, 2013

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** **ITA 3120: Italian for Business.** 3 hours, 3 credits. Analysis, comprehension, and translation of business-related texts. Development of oral and written communication skills required for transactions in Italian-speaking commercial environments. Attention to cultural issues relevant to entrepreneurial productivity. Prerequisites: ITA 111, ITA 102, ITA 201, ITA 202, ITA 307 (Translation).

3. **Rationale:** Given the increasing presence in Italian language courses of students pursuing a career in Business, the Department of Languages and Literatures is in the process of developing a new Minor in Italian for Business. As a first step toward this Minor, the Department has developed ITA 312 (Italian for Business). This course provides a practical review of Italian structures and vocabulary in two ways. First, it uses the language of entrepreneurs in the global marketplace to develop such key communicative skills as listening, reading, speaking, and writing. Second, it uses authentic commercial texts as source material for increasing comprehension and practicing translation. In addition, ITA 312 provides students with valuable exposure to the various cultural issues relevant to transactional work in an Italian-speaking business environment.

4. **Learning Objectives:**

- Demonstrate conversational and written mastery of the vocabulary and grammar structures needed to schedule meetings and appointments, direct clients to specific services, develop and discuss a business plan, understand and use business-related vocabulary, engage in commercial transactions, and communicate effectively (by phone, letters, online, and in person).
- Translate (from English to Italian and Italian to English) in writing and in speech: translate relevant texts, including business prospectuses, brochures, and spreadsheets; and demonstrate facility in dual-language interviewing, conversations, and business relations.
- Demonstrate an understanding of appropriate speech and conduct in Italian-speaking cultures, as well as an understanding of how similarly/differently Italian and American cultures approach the world of business and international affairs.
- Demonstrate an understanding of business clients' culture and society through cross-cultural comparison with Italian-speaking and/or Italian-American communities in New York and the USA.

- Improve communication skills and reading strategies in English by learning to understand, speak, read, and write in a different language.
- Enhance skills in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.

5. **Date of Department Approval:** April 10, 2013

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** **POR 1110: Elementary Portuguese I.** 4 hours, 3 credits. (For students with no prior knowledge of Portuguese.) Elements of grammar, reading of simple texts, and practice in speaking. Audio-lingual work in the Language Laboratory. Note: POR 1110 is not credited without 1120.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab.

4. **Learning Objectives:** Students will be expected to:
 - Converse (i.e., speak with acceptable pronunciation and understandable spoken Portuguese) in simple but correct Portuguese, demonstrating mastery of the vocabulary and grammatical concepts included in elementary Portuguese textbooks.
 - Write in simple but correct Portuguese, demonstrating mastery of the vocabulary and grammatical concepts included in elementary Portuguese textbooks.
 - Read and understand simple Portuguese texts, as in realia hand-outs and the reading selections included in elementary Portuguese textbooks.
 - Demonstrate an understanding of appropriate speech and conduct within Portuguese-speaking cultures, as well as an understanding of cultural differences and similarities between Portuguese-speaking countries and the U.S.
 - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
 - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
 - Improve their understanding of their own society through comparison with the cultural aspects of people in Portuguese-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** 4/30/13

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2. **Course Description:** **POR 1120: Elementary Portuguese II.** 4 hours, 3 credits. Elements of grammar, reading of ordinary Portuguese prose, and training in oral and written expression. Audio-lingual work in the Language Laboratory. PREREQ: POR 1110.

3. **Rationale:** Consistent with changes in curricular structures and in the pedagogy of language learning we would like to propose this new course using the 4-hour / 3-credit format. The format will now be three hours lecture and one hour lab.

4. **Learning Objectives:** Students will be expected to:
 - Converse (i.e., speak with acceptable pronunciation and understandable spoken Portuguese) in simple but correct Portuguese, demonstrating mastery of the vocabulary and grammatical concepts included in elementary Portuguese textbooks.
 - Write in simple but correct Portuguese, demonstrating mastery of the vocabulary and grammatical concepts included in elementary Portuguese textbooks.
 - Read and understand simple Portuguese texts, as in realia hand-outs and the reading selections included in elementary Portuguese textbooks.
 - Demonstrate an understanding of appropriate speech and conduct within Portuguese-speaking cultures, as well as an understanding of cultural differences and similarities between Portuguese-speaking countries and the U.S.
 - Improve their communication skills and reading strategies in English by learning to understand, speak, read and write in a language other than English.
 - Enhance their abilities in interpretive, analytic, and adaptive reasoning by studying the structure of a foreign language.
 - Improve their understanding of their own society through comparison with the cultural aspects of people in Portuguese-speaking societies (given that a language always expresses a culture).

5. **Date of Department Approval:** 4/30/13

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

2. **Course Description:** **LNG 3430 Internet Linguistics.** 3 hours, 3 credits. Formal properties of language on the internet. Standards of communication across mediums, and implications for language acquisition. Methods of digital data collection and analysis. Connection between digitally mediated communication and literacy skills. PREREQ: LNG 160.

3. **Rationale:** Students graduating from the Linguistics Program are entering a job market and graduate research field where digital technology is becoming increasingly important every day. Access to technology and internet changes how people communicate, work, and relax, and all of these activities are mediated by language. In response to this rapid social, technological, and linguistic change, there is growing interest in Internet Linguistics as its own subfield within Applied Linguistics. In this course, students will develop an understanding of the issues and possibilities of language as mediated through technology; they will critically evaluate arguments about the effects of the internet on language; and they will develop an understanding of the impact of digital communication on literacy skills. In addition, students will participate in guided research on one aspect of digitally mediated communication, acquiring among other things an appreciation of the opportunities and constraints involved in performing digital research.

4. **Learning Objectives:**

- Identify the major linguistic components—similarities to speech, similarities to text, and guiding linguistic principles—of digitally mediated communication, and report on these orally and in writing.
- Demonstrate a familiarity with the major theoretical arguments regarding language on the internet today, and provide principled, critical analyses of these arguments in class discussions, oral presentations, and/or written assignments.
- Interpret digitally mediated communication by viewing it through the several lens of formal linguistics, including syntax, semantics, pragmatics, and phonology.
- Extend linguistic interpretation of digitally mediated communication to theoretical issues involving language acquisition and explore the related implications for the human language faculty.
- Demonstrate an understanding of the connection between digitally mediated communication and literacy skills.
- Conduct primary research on a digital corpus such as twitter, facebook, blogs, etc.

- Enhance critical thinking and public communication skills by engaging in online discussions about language and the internet.

5. **Date of Linguistics Program Approval:** April 24, 2013

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

2. **Course Description:** **LNG 3430 Internet Linguistics.** 3 hours, 3 credits. Formal properties of language on the internet. Standards of communication across mediums, and implications for language acquisition. Methods of digital data collection and analysis. Connection between digitally mediated communication and literacy skills. PREREQ: LNG 160.

3. **Rationale:** Students graduating from the Linguistics Program are entering a job market and graduate research field where digital technology is becoming increasingly important every day. Access to technology and internet changes how people communicate, work, and relax, and all of these activities are mediated by language. In response to this rapid social, technological, and linguistic change, there is growing interest in Internet Linguistics as its own subfield within Applied Linguistics. In this course, students will develop an understanding of the issues and possibilities of language as mediated through technology; they will critically evaluate arguments about the effects of the internet on language; and they will develop an understanding of the impact of digital communication on literacy skills. In addition, students will participate in guided research on one aspect of digitally mediated communication, acquiring among other things an appreciation of the opportunities and constraints involved in performing digital research.

4. **Learning Objectives:**

- Identify the major linguistic components— similarities to speech, similarities to text, and guiding linguistic principles—of digitally mediated communication, and report on these orally and in writing.
- Demonstrate a familiarity with the major theoretical arguments regarding language on the internet today, and provide principled, critical analyses of these arguments in class discussions, oral presentations, and/or written assignments.
- Interpret digitally mediated communication by viewing it through the several lens of formal linguistics, including syntax, semantics, pragmatics, and phonology.
- Extend linguistic interpretation of digitally mediated communication to theoretical issues involving language acquisition and explore the related implications for the human language faculty.

- Demonstrate an understanding of the connection between digitally mediated communication and literacy skills.
- Conduct primary research on a digital corpus such as twitter, facebook, blogs, etc.
- Enhance critical thinking and public communication skills by engaging in online discussions about language and the internet.

5. **Date of Linguistics Program Approval:** April 24, 2013

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

**DEPARTMENT OF PHILOSOPHY
INTERDISCIPLINARY PROGRAM IN LINGUISTICS**

CURRICULUM CHANGE

1. Type of Change: **Cross-listing and change in course numbering**

2. **From: PHI 350: Logical Theory.** 3 hours, 3 credits. General introduction to the theory of formal axiomatic systems, proof of the soundness, completeness, and consistency of some axiomatic systems of logic; decision problems and independence; some topics in the semantics of formalized languages; and many-valued and modal logics.

3. **To: PHI (LNG) 3440: Logical Theory.** 3 hours, 3 credits. General introduction to the theory of formal axiomatic systems, proof of the soundness, completeness, and consistency of some axiomatic systems of logic; decision problems and independence; some topics in the semantics of formalized languages; and many-valued and modal logics.

4. **Rationale**: The Philosophy Department is committed to cross-listing courses with the Linguistics Program when course content is appropriate to both the Department and the Program: PHI 230 (Symbolic Logic) is cross-listed with LNG 266; PHI 231 (Language, Meaning, and Knowledge) is cross-listed as LNG 267; and PHI 351 (Logic and Language) is cross-listed with LNG 346. Cross-listing PHI 3440 (Logical Theory) as an LNG course follows through on this shared commitment, opening an important area of common study to students in both Philosophy and Linguistics.

5. **Date of Philosophy Departmental Approval**: February 25, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-listing, prerequisite and course number.
2. **From:** **SPA 350: History of the Spanish Language.** 3 hours, 3 credits. The life of languages. Special emphasis on semantic change; how new words are created, how their meanings change through time, as well as in the wide and varied geographical areas where Spanish is spoken.
3. **To:** **SPA (LNG) 3450: History of the Spanish Language.** 3 hours, 3 credits. The life of languages. Special emphasis on semantic change; how new words are created, how their meanings change through time, as well as in the wide and varied geographical areas where Spanish is spoken. PREREQ: SPA 202 or 204 or Departmental permission.
4. **Rationale:**
SPA 3450 (History of the Spanish Language) is substantially linguistic in content and focus, and is therefore appropriate as an elective for Linguistics Major and Minors. Linguistics students with an interest in Spanish will be able to delve into the structure of the Spanish language while they become familiar with its history. In addition, cross-listing SPA 3450 with the Linguistics Program will make the field of Linguistics visible to Spanish Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.

The prerequisite has been added because SPA (LNG) 3450 is taught in Spanish, as befits any serious study of a language and its history and structure. Students need to have taken SPA 202 or SPA 204 to be able to follow the class.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** SPA 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Spanish morphology, basic phonology, and syntax. PREREQ: SPA 201 or Departmental permission.
3. **To:** SPA **(LNG)** 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Spanish morphology, basic phonology, and syntax. PREREQ: SPA 201 or Departmental permission.
4. **Rationale:** SPA 310 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Spanish will be able to explore the structure of Spanish and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of Spanish. In addition, cross-listing SPA 310 with the Linguistics Program will make the field of Linguistics visible to Spanish Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** RUS 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Russian morphology, basic phonology, and syntax. PREREQ: RUS 201 or Departmental permission.
3. **To:** RUS **(LNG)** 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Russian morphology, basic phonology, and syntax. PREREQ: RUS 201 or Departmental permission.
4. **Rationale:** RUS 310 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Russian will be able to explore the structure of Russian and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of Russian. In addition, cross-listing RUS 310 with the Linguistics Program will make the field of Linguistics visible to Russian Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** **POR 310: Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Portuguese morphology, basic phonology, and syntax.
PREREQ: POR 201 or Departmental permission.
3. **To:** **POR (LNG) 310: Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Portuguese morphology, basic phonology, and syntax.
PREREQ: POR 201 or Departmental permission.
4. **Rationale:** POR 310 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Portuguese will be able to explore the structure of Portuguese and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of Portuguese. In addition, cross-listing POR 310 with the Linguistics Program will make the field of Linguistics visible to Portuguese Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** **JAL 310: Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Japanese morphology, basic phonology, and syntax. PREREQ: JAL 201 or Departmental permission.
3. **To:** **JAL (LNG) 310: Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Japanese morphology, basic phonology, and syntax. PREREQ: JAL 201 or Departmental permission.
4. **Rationale:** JAL 310 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Japanese will be able to explore the structure of Japanese and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of Japanese. In addition, cross-listing JAL 310 with the Linguistics Program will make the field of Linguistics visible to Japanese Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** ITA 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Italian morphology, basic phonology, and syntax. PREREQ: ITA 201 or Departmental permission.
3. **To:** ITA (**LNG**) 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Italian morphology, basic phonology, and syntax. PREREQ: ITA 201 or Departmental permission.
4. **Rationale:** ITA 310 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Italian will be able to explore the structure of Italian and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of Italian. In addition, cross-listing ITA 310 with the Linguistics Program will make the field of Linguistics visible to Italian Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** IRI 3100: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Irish morphology, basic phonology, and syntax. PREREQ: IRI 201 or Departmental permission.
3. **To:** IRI (**LNG**) 3100: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Irish morphology, basic phonology, and syntax. PREREQ: IRI 201 or Departmental permission.
4. **Rationale:** IRI 3100 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Irish will be able to explore the structure of Irish and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of Irish. In addition, cross-listing IRI 3100 with the Linguistics Program will make the field of Linguistics visible to Irish Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** **GRK 315: Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Greek morphology, basic phonology, and syntax. PREREQ: GRK 281 or Departmental permission.
3. **To:** **GRK (LNG) 315: Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and Greek morphology, basic phonology, and syntax. PREREQ: GRK 281 or Departmental permission.
4. **Rationale:** GRK 315 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Greek will be able to explore the structure of Greek and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of Greek. In addition, cross-listing GRK 315 with the Linguistics Program will make the field of Linguistics visible to Greek Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** GER 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and German morphology, basic phonology, and syntax. PREREQ: GER 201 or Departmental permission.
3. **To:** GER (**LNG**) 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and German morphology, basic phonology, and syntax. PREREQ: GER 201 or Departmental permission.
4. **Rationale:** GER 310 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in German will be able to explore the structure of German and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of German. In addition, cross-listing GER 310 with the Linguistics Program will make the field of Linguistics visible to German Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** FRE 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and French morphology, basic phonology, and syntax. PREREQ: FRE 201 or Departmental permission.
3. **To:** FRE (**LNG**) 310: **Comparative Grammar.** 3 hours, 3 credits. Comparative analysis of English and French morphology, basic phonology, and syntax. PREREQ: FRE 201 or Departmental permission.
4. **Rationale:** FRE 310 (Comparative Grammar) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in French will be able to explore the structure of French and English in genuinely interdisciplinary ways, not only comparing two different languages but also bringing their particular skills as Linguistics students to their general study of French. In addition, cross-listing FRE 310 with the Linguistics Program will make the field of Linguistics visible to French Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** SPA 308: **Spanish Phonetics and Diction.** 3 hours, 3 credits. Descriptive study of the Spanish sound system. Practice in phonetic perception, transcription, and articulation. Attention to sentence phonetics: juncture, stress, pitch. PREREQ: SPA 202 or 204.
3. **To:** SPA (**LNG**) 308: **Spanish Phonetics and Diction.** 3 hours, 3 credits. Descriptive study of the Spanish sound system. Practice in phonetic perception, transcription, and articulation. Attention to sentence phonetics: juncture, stress, pitch. PREREQ: SPA 202 or 204.
4. **Rationale:** SPA 308 (Spanish Phonetics and Diction) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Spanish will be able to delve into the structure of the Spanish language while they become familiar with its sound system. In addition, cross-listing SPA 308 with the Linguistics Program will make the field of Linguistics visible to Spanish Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list
2. **From:** ITA 308: **Theory and Practice of Italian Phonetics.** 3 hours, 3 credits. Descriptive study of the Italian sound system. Practice in phonetic perception, transcription, and articulation will include individual recordings and listening exercises. PREREQ: ITA 202.
3. **To:** ITA (**LNG**) 308: **Theory and Practice of Italian Phonetics.** 3 hours, 3 credits. Descriptive study of the Italian sound system. Practice in phonetic perception, transcription, and articulation will include individual recordings and listening exercises. PREREQ: ITA 202.
4. **Rationale:** ITA 308 (Theory and Practice of Italian Phonetics) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in Italian will be able to delve into the structure of the Italian language while they become familiar with its sound system. In addition, cross-listing ITA 308 with the Linguistics Program will make the field of Linguistics visible to Italian Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross-list course
2. **From:** FRE 308: **Theory and Practice of French Phonetics.** 3 hours, 3 credits. Descriptive study of the French sound system. Practice in phonetic perception, transcription, and articulation will include individual recordings and listening exercises. PREREQ: FRE 202 or Departmental permission.
3. **To:** FRE (LNG) 308: **Theory & Practice of French Phonetics.** 3 hours, 3 credits. Descriptive study of the French sound system. Practice in phonetic perception, transcription, and articulation will include individual recordings and listening exercises. PREREQ: FRE 202 or Departmental permission.
4. **Rationale:** FRE 308 (Theory and Practice of French Phonetics) is inherently linguistic in content and focus, and is therefore highly appropriate as an elective for Linguistics Majors and Minors. Linguistics students with an interest in French will be able to delve into the structure of the French language while they become familiar with its sound system. In addition, cross-listing FRE 308 with the Linguistics Program will make the field of Linguistics visible to French Majors and Minors already interested in language and culture, rounding out their education and bringing qualified students into the Linguistics Program.
5. **Date of Languages and Literatures Departmental Approval:** April 16, 2013
Date of Interdisciplinary Program in Linguistics Approval: April 24, 2013

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description:

ESC 471: Student Teaching Seminar – Special Topics

3 hours, 3 credits. Current issues and challenges of 21st century middle schools and high schools; relationship between school staff and parents; finances and accountability; teacher assessment and evaluation protocols; collaborative curriculum planning and team teaching; partnerships with community-based programs and institutions. PREREQ: Specialized methods, ESC 414-462. COREQ: ESC 470 and ESC 463

3. Rationale:

The demands of student teaching have grown over the past decade to include a range of topics that now must be addressed in very specific and defined discussions. As the demands on teachers increases with the growing emphasis on teaching and learning accountability, student teachers must be better prepared to address current demands and challenges in order to more effectively educate their students.

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

- a) develop a competency-based collaborative team approach to sustain a social, emotional and academic school culture
- b) develop partner programs with students' parents and families to support student learning and achievement
- c) understand the financial requirements for program development and or expansion
- d) understand and effectively use teacher evaluation and assessment protocols to improve one's own teaching and student learning
- e) develop cross-discipline curricula with integrated literacy strategies to support student learning and advancement
- f) understand how to work as a case-management team member to address more severe and demanding student challenges
- g) understand the identification and building of partnerships with local community organizations and cultural institutions

5. Date of Departmental Approval: September 29, 2013

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Hegis # 1220.00
Program Code 79084

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

2. **From:** [36]-Credit Major in Speech Pathology and Audiology, B.A.

All applicants to the [program] must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a [m]ajor in Speech Pathology and Audiology. Applicants must maintain a minimum cumulative index of 2.7 (B-) in the [following four courses in order to continue in the major: SPV 221 (LNG 230), SPV (LNG) 245, SPV (LNG) 247, and SPV 249]. Students who do not achieve a cumulative GPA of 2.7 in these four courses may use them as a [m]inor in Speech Pathology and Audiology.

Credits ([36])

The required credits are distributed as follows:

[12 courses required for continuation in the major: SPV (LNG) 245, SPV (LNG) 247, SPV 249, and SPV 221(LNG 230).

20 SPV 246 (LNG 160), SPV (LNG) 248, SPV (LNG) 212, SPV 326, SPV 327, SPV 328, and SPV 430.]

4 PSY 226 or ENW 201.

3. **To:** **34-Credit Major in Speech Pathology and Audiology, B.A.**

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. To remain in the major students must take four of the five required courses chosen from SPV 221(LNG 230), SPV (LNG) 245, SPV 246 (LNG 160), SPV (LNG) 247, or SPV 249—and maintain a minimum cumulative index of 2.7 (B-)in these courses. Students who do not achieve a cumulative GPA of 2.7 in these first four courses may use them as a Minor in Speech Pathology and Audiology.

The required credits are distributed as follows:

15 SPV 221 (LNG 230), SPV (LNG) 245, SPV 246 (LNG 160),
SPV (LNG) 247, and SPV 249

15 SPV 312, SPV 326, SPV 327, SPV 328, and SPV 430.

4 PSY 226 or ENW 201.

4. Rationale: The proposed changes in course/GPA-requirements resolves a problem posed for the Department by unclear wording in the Bulletin. Previously, students applying for the Major in Speech Pathology and Audiology were expected to begin with the first set of 200-level courses listed in the Bulletin. (That set used to include four courses: SPV 221 (LNG 230), SPV (LNG) 245, SPV (LNG) 247, and SPV (LNG) 249. It now includes a fifth: SPV (LNG) 248. Students are expected to maintain a GPA of 2.7 or higher in four of these courses.) But because these introductory courses were not actually *required* to precede all others in the Major, students often began with whatever SPV and/or LNG courses suited their schedules. This practice allowed them to acquire a GPA in courses outside the designated set of introductory requirements, and therefore to continue in the Major despite their poor performance to date. Ultimately, they did as poorly as might be expected in their ongoing courses and found themselves denied entry into the Major at an unhappily late moment in their undergraduate careers. The proposed changes to the BA correct this problem by requiring students to begin with a clearly defined set of 200-level courses and by using the first 12 credits in these courses as the basis for their GPA in the Major.

SPV 248 is no longer a required course. The content of SPV 249 (Hearing Science) and SPV 248 (Acoustic Phonetics) overlapped in the past, creating redundancies in the teaching of such concepts as basic acoustics and the physics of sound and perception. The new SPV 249 (Speech and Hearing Science) merges the material from the two earlier courses into a comprehensive introduction to hearing and speech sciences.

SPV 430 has been redesigned as a capstone course, Clinical Methods and Supervised Observation, with an appropriate increase in content and credits.

Overall credits for the major have been reduced from 36 credits to 34. This is due to merging SPV 248 and SPV 249 into one course (-3) and increasing 430 from 2 credits to 3 credits totaling 34.

5. Date of Departmental Approval: 9/12/2013

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Title, Description
2. **From:** **SPV 249: Hearing Science.** 3 hours, 3 credits. Anatomy, physiology, and neurophysiology of hearing mechanism; [physics of sound; and psychophysical studies of hearing].
3. **To:** **SPV 249: Speech and Hearing Science.** 3 hours, 3 credits. Anatomy, physiology, and neurophysiology of hearing mechanism; basic acoustic principles and the acoustics of hearing and speech; the generation and analysis of simple and complex sounds; introduction to psychoacoustics and speech perception.
4. **Rationale:** The content of SPV 249 (Hearing Science) and SPV 248 (Acoustic Phonetics) overlapped in the past, creating redundancies in the teaching of such concepts as basic acoustics and the physics of sound and perception. The new SPV 249 merges the material from the two earlier courses into a comprehensive introduction to hearing and speech sciences. The course covers basic acoustics of simple and complex sounds, the anatomy and physiology of the hearing mechanism, speech perception and production, and an introduction to psychoacoustics. It also introduces students to acoustic and physiologic measurements of hearing, speech and voice.
5. **Date of Departmental Approval:** 9/12/2013

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites
2. **From:** **SPV (LNG) 312: Bilingualism.** 3 hours, 3 credits. The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistic, educational aspects of bilingualism, and language policy. **PREREQ:** [SPV 245 or LNG 160 (SPV 246), or BBE 171 and 301.]
3. **To:** **SPV (LNG) 312: Bilingualism.** 3 hours, 3 credits. The nature of bilingualism as a societal and individual human phenomenon; linguistic and applied linguistic issues; second language acquisition, psycholinguistic, sociolinguistic, neurolinguistic, educational aspects of bilingualism, and language policy. **PREREQ: SPV 221(LNG) 230 or SPV (LNG)245, Departmental Permission**
4. **Rationale:** In the past, as soon as students had taken SPV 245 or SPV 246, they were free to register for SPV (LNG) 312, since there was no Departmental check on whether or not they had completed the pre-required first set of 200-level courses with a minimum cumulative GPA of 2.7+. This freedom allowed students to progress into a Major for which they might later find themselves unqualified. The new prerequisites make clear that students must have Departmental verification of all required courses/GPA prior to entry into SPV (LNG) 312.
5. **Date of Departmental Approval:** 9/12/2013

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites
2. **From: SPV 326: Speech Pathology: Functional Disorders.** 3 hours, 3 credits. Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included. PREREQ: [A minimum cumulative GPA of 2.7 in SPV (LNG) 245, SPV (LNG) 247, SPV 249, and SPV 221 (LNG 230).]
3. **To: SPV 326: Speech Pathology: Functional Disorders.** 3 hours, 3 credits. Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included. PREREQ: SPV 221(LNG)160, SPV(LNG)245, SPV(LNG)247, Departmental permission
4. **Rationale:** In the past, students were free to register for SPV 326 while they were enrolled in SPV (LNG) 221, 245, 247, and/or 249, prior to receiving final grades for these pre-required course(s). As a result, students often registered for a 300-level course such as SPV 326, even though by the time the course began their earned GPA (below 2.7) disqualified them from pursuing the Speech Pathology and Audiology Major—and even though they cannot use a 300-level course for the Departmental Minor. The new prerequisites make clear that students must have Departmental verification of all required courses/GPA prior to entry into SPV 326.
5. **Date of Departmental Approval:** 9/12/2013

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:** **SPV 327: Speech Pathology: Organic Disorders.** 3 hours, 3 credits. Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders. PREREQ: [A minimum cumulative GPA of 2.7 in SPV (LNG) 245, SPV (LNG) 247, SPV 249, and SPV 221 (LNG 230).]

3. **To:** **SPV 327: Speech Pathology: Organic Disorders.** 3 hours, 3 credits. Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders. PREREQ: SPV 221(LNG 230), SPV (LNG 245), SPV (LNG) 247, Departmental permission.

4. **Rationale:** In the past, students were free to register for SPV 327 while they were enrolled in SPV (LNG) 221, 245, 247, and/or 249, prior to receiving final grades for these pre-required course(s). As a result, students often registered for a 300-level course such as SPV 327, even though by the time the course began their earned GPA (below 2.7) disqualified them from pursuing the Speech Pathology and Audiology Major—and even though they cannot use a 300-level course for the Departmental Minor. The new prerequisites make clear that students must have Departmental verification of all required courses/GPA prior to entry into SPV 327.

5. **Date of Departmental Approval:** 9/12/2013

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisites

2. **From:** **SPV 328: Introduction to Audiology.** 3 hours, 3 credits. Development, administration, and interpretation of hearing tests; disorders of hearing; and implications of hearing loss for communication. PREREQ: [A minimum cumulative G.P.A. of 2.7 in SPV (LNG) 245, SPV (LNG) 247, SPV 249, and SPV 221 (LNG 230).]

3. **To:** **SPV 328: Introduction to Audiology.** 3 hours, 3 credits. Development, administration, and interpretation of hearing tests; disorders of hearing; and implications of hearing loss for communication. PREREQ: SPV 249 and a minimum G.P.A. of 2.7 in 3 additional courses chosen from SPV (LNG) 245, SPV (LNG) 247, SPV 221 (LNG 230) and SPV 246 (LNG 160). Departmental permission.

4. **Rationale:** In the past, students were free to register for SPV 328 while they were enrolled in SPV 221 (LNG 230), SPV (LNG) 245, SPV 246 (LNG 160), SPV (LNG) 247, and SPV 249, prior to receiving final grades for these pre-required course(s). As a result, students often registered for a 300-level course such as SPV 328, even though by the time the course began their earned GPA (below 2.7) disqualified them from pursuing the Speech Pathology and Audiology Major—and even though they cannot use a 300-level course for the Departmental Minor. The new prerequisite makes clear that students must have Departmental verification of the required course (249) and a minimum /GPA of 2.7 prior to entry into SPV 328.

5. **Date of Departmental Approval:** 9/12/2013

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Change in course name and credits
2. **From:** SPV 430 [Clinical observation in Speech Language Pathology, 2 credits], 4 hours, Supervised observation of 25 hours of clinical practice; Prerequisites 326, 327,[328]
3. **To:** SPV 430: Clinical Methods and Supervised Observation. 3 credits 4 hours (2 hours lecture, 2 hours lab). Theoretical bases for treatment of individuals with communication disorders, and procedures for implementing change within therapy sessions. Supervised clinical observation of treatment practices, techniques and assessment combined with in class intensive clinical writing practice. Prerequisites/co-requisites; SPV 326 and/or SPV 327
4. Rationale:
SPV 430 has been redesigned as a capstone course combining theory and labs with an appropriate increase in content and credits from 2 to 3. The reconceived capstone course reinforces our departmental learning objectives, particularly those that are theoretical in nature, in an applied manner. Students examine clinical behavior, professional responsibility, and the principles of evidence-based practice, considering them in relation to methodological practice of speech-language pathology they have studied previously. They also are required to complete 25 hours of supervised observation required for certification by the American-Speech- Language- Hearing Association as the lab component of the course. The course covers such topics as writing clinical hypotheses and conducting formal and informal assessments, including pre- and post-treatment baseline data gathering.
5. **Date of Departmental Approval:** 9/12/2013

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing
2. **From:** [SPV 322 (LNG 321)]: **Introduction to Syntax.** 3 hours, 3 credits. Government Binding (GB) syntax for the study of linguistics minimalism and post-minimalism; structure of an uncommonly taught language; other syntactic theories. PREREQ: LNG 160 (SPV 246).
3. **To:** **LNG 321: Introduction to Syntax.** 3 hours, 3 credits. Government Binding (GB) syntax for the study of linguistics minimalism and post-minimalism; structure of an uncommonly taught language; other syntactic theories. PREREQ: LNG 160 (SPV 246).
4. **Rationale:** The Linguistics Program has already received CUNY approval for listing LNG 321 solely as a Linguistic course. The change proposed here merely corrects the Speech/Voice listing to match that of Linguistics, thereby avoiding confusion for students between the two majors and sets of courses.
5. **Date of Speech-Language-Hearing Sciences Department Approval:**
February 7, 2013
Date of Linguistics Program Approval: October 5, 2011

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing
2. **From:** [SPV (LNG)] 323: **Introduction to Phonology.** 3 hours, 3 credits. The sound system of languages and underlying representation of the sound structure and lexicon. Analysis of data from different languages; investigation of the differences and similarities in the sound systems of different languages. Exploration of language universals. PREREQ: LNG (SPV) 245 and LNG 160 (SPV 246).
3. **To:** **LNG 323: Introduction to Phonology.** 3 hours, 3 credits. The sound system of languages and underlying representation of the sound structure and lexicon. Analysis of data from different languages; investigation of the differences and similarities in the sound systems of different languages. Exploration of language universals. PREREQ: LNG (SPV) 245 and LNG 160 (SPV 246).
4. **Rationale:** The Linguistics Program has already received CUNY approval for listing LNG 323 solely as a Linguistic course. The change proposed here merely corrects the Speech/Voice listing to match that of Linguistics, thereby avoiding confusion for students between the two majors and sets of courses.
5. **Date of Speech-Language-Hearing Sciences Department Approval:**
February 7, 2013
Date of Linguistics Program Approval: October 5, 2011

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES
INTERDISCIPLINARY PROGRAM IN LINGUISTICS

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing
2. **From:** [SPV (LNG)] 324: **Semantics.** 3 hours, 3 credits. Linguistic meaning, including word and sentence meaning, reference, and truth; connections among language, thought, and the world; speech act theory and formal semantic theory; metaphor and meaning in practice. PREREQ: LNG 160 (SPV 246).
3. **To:** **LNG 324: Semantics.** 3 hours, 3 credits. Linguistic meaning, including word and sentence meaning, reference, and truth; connections among language, thought, and the world; speech act theory and formal semantic theory; metaphor and meaning in practice. PREREQ: LNG 160 (SPV 246).
4. **Rationale:** The Linguistics Program has already received CUNY approval for listing LNG 324 solely as a Linguistic course. The change proposed here merely corrects the Speech/Voice listing to match that of Linguistics, thereby avoiding confusion for students between the two majors and sets of courses.
5. **Date of Speech-Language-Hearing Sciences Department Approval:**
February 7, 2013
Date of Linguistics Program Approval: October 5, 2011

Lehman College Senate
Library, Technology & Telecommunications Committee
November 13, 2013

1. Meeting was held Wednesday, November 6, at 3.30pm.
2. Library extended hours: Students have requested that Library add 16 hours of weekly service - which would bring us up to 92 hours per week. The President supports this - and there are Temporary Services funds available to hire additional staff or extend hours. The new proposed Hours are as follows:

Monday – Thursday	8:00 AM - 11:00 PM
Friday	8:00 AM - 9:00 PM
Saturday	11:00 AM - 9:00 PM
Sunday	11:00 AM - 8:00 PM

New hours will go into effect Monday, December 2nd after Thanksgiving Recess.
3. New Library Fines:
 - a. Books from \$0.10 to \$0.25 per day
 - b. Reserve Items:
 - i. Books: from \$1.20 to \$5.00 per hour
 - ii. Equipment (iPad, laptops, e-readers) from \$1.20 to \$15.00 per hour
4. Book scanners: Students can send scans to email.
5. The IT Division provided an overview of the proposed IT roadmap for the college. This discussion will be continued at the next meeting.
6. Virtual desktop computer pilot project: 75 computers will be tested on campus.
7. Call for Student Technology 2014-2015:
 - a. **Now to Friday, December 6:** Proposals are due to Department Chairs for review.
 - b. **Monday, December 16:** Proposals are due from Department Chairs & Directors to respective Deans or Vice Presidents by 5 PM on Monday, December 16.
 - c. **Tuesday, January 7:** Proposals are due from Deans/Vice Presidents to the Technology Fee Committee by 5 PM on Tuesday, January 7.
 - d. **January 8 to February 21:** The Committee will review and evaluate proposals submitted, and prepare recommendations to be submitted to the President.

Respectfully submitted

Stefanie Havelka

Chair