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4 **Minutes of**
5 **The Lehman College Senate Meeting**
6 **Wednesday, September 14, 2016**
7 **Senate Meeting**
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10 **Senators Present:** *Acevedo, J.; Azeem, A.; Bayne, G.; Bergmann, R.; Budescu, M.; Calderon, P.;*
11 *Campeanu, S.; Carey, R.; Cheng, H.; Christian, M.; Clark, V.; Conner, P.; Cruz, J.; Dellapina, M.;*
12 *Diaz, J.; Doyran, M.; Fayne, H.; Fera, J.; Finger, R.; Georges, C. A.; Gjirkokaj, A.; Gocaj, L.;*
13 *Holloway, J.; Jordan, S.; Kanzie, H.; Kremenitzer, J.; Machado, E.; Magdaleno, J.; Mak, W.;*
14 *Marianetti, M.; Maybee, J.; O'Connor, N.; Ortiz Pena, K.; Paddyfoote, A.; Pettipiece, D.; Pham, M.;*
15 *Prince, P.; Rahath, A.; Ramsundar, S.; Rivera, C.; Rodricks, B.; Rosario, Y.; Roush, K.; Rupp, S.;*
16 *Sailor, K.; Samuel, L.; Sarmiento, R.; Schlesinger, K.; Sen, G.; Shanley, D.; Sinishtaj, M.;*
17 *Tananbaum, D.; Valentine, R.; Vazquez, F.; Waring, E.; Watson-Turner, S.; Williams, J.; Yates, S.;*
18 *Zucchetto, V.*

19
20 **Senators Absent:** *Amend, A.; Badillo, D.; Benitez, J.; Edwards, A.; Emeonyi, P.; Fernandes, A.;*
21 *Gerry, C.; Glover, B.; Gorokhovich, Y.; Graulau, J.; Hernandez, M.; Jervis, J.; Latimer, W.; Li,*
22 *X.; Markens, S.; Martín, Ó.; Mazza, C.; Munoz, M.; Nadeem, S.; Oh, H.; Petkov, R.; Prohaska, V.;*
23 *Rivera McCutchen, R.; Rodriguez, D.; Santiago, M.; Sauane, M.; Severe, M.; Spence, N.; Spencer,*
24 *R.; Varughese, J.; Williams, H.*

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26 The meeting was called to order by President José L. Cruz at 3:35 p.m.
27

28 **1. Approval of the Minutes**

29 The minutes of the May 4, 2016 Senate meeting was approved by unanimous voice vote with one
30 correction: that the word “student” on line 64 be changed to faculty.
31

32 **2. Announcements and Communications—**

33 **a. Report of the President**

34 President Cruz thanked everyone for the warm welcome to Lehman College and for all the
35 advice and thoughtfulness expressed. He shared his delight to be a member of the Lehman
36 community and how honored he and his family are to become Bronxites.
37

38 The President reported on the CUNY Council of Presidents (COPS) meeting where two
39 major issues were discussed. The first was the draft CUNY Master Plan 2016-2010, which
40 is available online at <http://www2.cuny.edu/about/masterplan>. The draft plan establishes

41 priorities and sets the following goals: (1) expanding portals of opportunities and access in
42 terms of affordability, diversity, adult learners, graduate education, online education,
43 college readiness, and remediation; (2) raising success rates, the driving force of which will
44 be increasing graduation rates, narrowing achievement gaps between different groups of
45 students, and maintaining rigorous standards; (3) insuring academic quality in an urban
46 university by addressing updated curricula, globalization, digital literacy, urban expertise,
47 research resources, faculty recruitment and support; (4) operating efficiently in the service
48 of the academic mission by being resourceful in strategic planning, fiscal management,
49 facilities maintenance and development, energy efficiency, infrastructure, technology, and
50 performance management. The second issue addressed at the COPS meeting was the
51 current budget cycle and the efforts that CUNY Central and campus presidents will
52 undertake to address a predictable tuition program and the gap in TAP funding. Currently,
53 there is a gap of approximately \$50 million dollars between the cost of tuition and TAP
54 funding, which CUNY has been absorbing. The University is also seeking to have CUNY
55 capital funding included in the State's 5-year capital plan.

56
57 The President also reminded everyone of Convocation to be held on September 21st. This
58 is a special event for academic institutions marking the beginning of the academic year.
59 The President had solicited input on the Convocation address and was pleased to receive
60 over 100 comments.

61
62 **b. Student Legislative Assembly—**

63 Ms. Leonora Gocaj welcomed President Cruz and thanked him for his participation in the
64 activities held on September 7th.

65
66 Ms. Gocaj reported that Student Government is addressing several issues, including
67 increasing library hours for midterms and finals; better lighting around the campus, such as
68 at Gate 13 and the area by the APEX; and establishing a meditation room. She asked that
69 the Senate committees set the meeting dates beforehand to allow for student participation
70 and to avoid conflicts with class schedules and other responsibilities.

72 There are currently twenty-four student senators; SGA and SLA are working to elect
73 additional senators to fill any vacancies before the Senate meeting in October.

74
75 **REPORTS OF STANDING COMMITTEES—**

76
77 **1. Graduate Studies—**

78 Prof. Janet Desimone welcomed everyone back from the summer hiatus. She informed the student
79 senators that the fall and spring meeting schedule is posted ahead of time to accommodate
80 scheduling.

81
82 Proposals for curriculum changes in the following departments were presented: Early Childhood
83 and Childhood Education; Sociology; Middle and High School Education; Biological Sciences;
84 and Health Sciences. The proposals were approved by unanimous voice vote. Experimental
85 courses for the following departments was presented as an informational item: Early Childhood
86 and Childhood Education; Sociology; Middle and High School Education; and Biological
87 Sciences.

88
89 See Attachment I

90
91 The next meeting is scheduled for Wednesday, October 5th at 11:00 a.m. in Carman, B33A.

92
93
94 **2. Governance Committee—**

95
96 Prof. Duane Tananbaum reviewed the Senate procedures for those new to the Senate. He noted
97 that for ease of the voting process, senators are to be seated in the center and to his left, while
98 those who are not senators should be seated to his right.

99
100 Professor Tananbaum announced two vacancies on the Governance Committee, as the terms of
101 Prof. Susan Yates and Prof. Rosalind Carey were expiring. Profs. Yates and Carey were
102 nominated and elected to serve for a two-year term by acclimation.

103

104 The slate of student nominees for the Senate Committees was presented; there were no
105 additional nominations. All students were elected to serve by acclamation.

106
107 See Attachment II

108
109 As a reminder, it is the responsibility of the 2015-16 committee chairs to convene the first
110 meeting and preside to elect a chair for the present academic year. Prof. Tananbaum noted that
111 the Academic Freedom Committee was tasked with reviewing the University of Chicago
112 Academic Freedom Statement to determine if this should be brought to the Senate for adoption
113 of its principles. The Academic Freedom Committee's agenda should include this item.

114
115 The next meeting will be on Tuesday, September 9, 2016 at 3:30 p.m. in Carman 201.

116
117 **3. Committee on Admissions, Evaluations and Academic Standards--**

118 Prof. Penny Prince welcomed the new students who will be on the committee.
119

120 Prof. Prince reported on an update to the Undergraduate Bulletin. The section entitled "Major
121 Field Requirement" has been amended to read, "Academic Plan [Major] Requirement."

122
123 See Attachment III

124
125 The next meeting is scheduled for Monday, September 26th at 1:30 p.m. in Music 313.

126
127 **4. Undergraduate Curriculum---**

128 Prof. Lynn Rosenberg presented the report. Curriculum changes in the following departments were
129 presented: Health Sciences; Journalism, Communication and Theatre; Physics and Astronomy;
130 Sociology; Languages and Literatures; and Biological Sciences. The proposals were approved by
131 unanimous voice vote.

132
133 See Attachment IV

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135 The next meeting is scheduled for Wednesday, September 21, 2016 at 1:00 p.m. in SC 1405A.

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5. Academic Freedom—

There was no report. Vice Provost Davina Porock provided that the committee will be meeting to elect a faculty chair.

The meeting date has not been scheduled.

6. Library, Technology, and Telecommunication—

Prof. Stefanie Havelka presented the report.

The College has acquired Yuja, a new media platform, which was selected at the recommendation of a cross-campus committee and replaces Media Core. Stephen Castellano, Brenden McGibney and Allison Wong will be offering a workshop on September 28th from 3:30 p.m. – 4:30 p.m. to introduce this resource; additional workshops will be available in the future.

The IT Division announced the acquisition of Content Locker, a platform that securely stores user files. Content Locker is a tool that may be useful for sharing documents internally as well as for accessing files remotely. More information can be obtained by contacting IT.

The Lehman College homepage has been redesigned to be cleaner, crisper, and easy to navigate, providing users with the ability to access information with fewer clicks. This will be the first step in providing a new, easy-to-use, web content management system.

A new procedure has been implemented when accessing the Library’s databases and eBooks from off-campus. Users will be required to enter the Library barcode located on the front of the Lehman ID Card.

There will be a reading at 11:00 a.m. on September 26th: The Thirteenth Hour, poems by Rivka Basman Ben-Haim, which will be translated by Zelda Newman. The program will be held at the Library Treehouse.

168 The Library is also having a workshop presentation on online protection and privacy. The Access
169 and Privacy workshop will be held on Wednesday, November 9th from 12:30 to 2:00 p.m. in the
170 Library Lab B27C.

171
172 Prof. Havelka announced the appointment of Dr. Olean Zhadko as the Director of Online
173 Education.

174
175 The next meeting is scheduled for Wednesday, October 5th at 11:00 a.m. in the Library Treehouse.

176

177 **7. Campus Life and Facilities —**

178 Prof. Mia Budescu announced that there was no report.

179

180 The next meeting is scheduled for Wednesday, October 5th at 2:30 p.m. in Shuster B018.

181

182 **8. Budget and Long Range Planning —**

183 Prof. Haiping announced that there is no report.

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185 The next meeting is scheduled for Wednesday, September 28th in Shuster 336.

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187 **9. University Faculty Senate Report—**

188 There was no report.

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191 Old Business----None.

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193 New Business----- Nominations were made for Senate Chair, to preside in the absence of the
194 President. Profs. Kenneth Schlesinger and Duane Tananbaum were nominated and voting was by
195 paper ballot. Prof. Tananbaum was elected to serve by majority vote.

196

197 President Cruz thanked Interim Provost Harriet Fayne and Interim Dean of Education Deborah
198 Shanley for agreeing to serve in their respective roles.

199

200 The President also announced that Special Counsel Dennis DaCosta will be returning to the faculty
201 this spring semester to teach in the Economics and Business Department and expressed his
202 appreciation for her contributions to the College.

203

204 **ADJOURNMENT**

205 President Cruz adjourned the meeting at 4:08 p.m.

206

207 Respectfully submitted:

208

209 Dennis DaCosta

Student Nominees for Senate Committees**Academic Freedom**

Name	Email
Arber Gjirkokaj	arber.gjirkokaj@lc.cuny.edu
Mica Severe	mica.severe@lc.cuny.edu
Ashley Ann Edwards	ashleyann.edwards@lc.cuny.edu

Admissions, Evaluations, Academic Standards

Name	Email
Patricia Calderon	patricia.calderon@lc.cuny.edu
Minh Pham	minh.pham@lc.cuny.edu
Jamie Williams	jamie.williams1@lc.cuny.edu

Budget and Long Range Planning

Name	Email
Kevin Ortiz Pena	kevin.ortizpena@lc.cuny.edu
Hywonin Kanzie	hywonin.kanzie@lc.cuny.edu
Ayanna Paddyfoote	ayanna.paddyfoote@lc.cuny.edu

Campus Life and Facilities

Name	Email
Michael Sinishtaj	michael.sinishtaj@lc.cuny.edu
Amna Azeem	amna.azeem@lc.cuny.edu
Hywonin Kanzie	hywonin.kanzie@lc.cuny.edu

Governance Committee

Name	Email
Damaris Rodriguez	damaris.rodriiguez2@lc.cuny.edu
Jose Acevedo	jose.acevedo1@lc.cuny.edu
Leonora Gocaj (Chair)	Leonora.gocaj@lc.cuny.edu

Graduate Studies Committee

Name	Email
Felix Vazquez	felix.vazquez@lc.cuny.edu

Library, Technology and Telecommunications

Name	Email
Abu Rahath	abu.rahath@lc.cuny.edu

Undergraduate Curriculum Committee

Name	Email
Amna Azeem	amna.azeem@lc.cuny.edu
Patricia Calderon	patricia.calderon@lc.cuny.edu
Ashley Ann Edwards	ashleyann.edwards@lc.cuny.edu

Senate Meeting – FALL 2016
Graduate Studies Proposed Report

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

Department of Early Childhood and Childhood Education

- EDE 713: course title, description and prerequisites
- EDE 722: course title

Department of Sociology

- Experimental and New Course: SOC 751

Department of Middle and High School Education (MHSE)

- Experimental and New Course: ESC 537
- Experimental Course: ESC 507

Department of Biology

- Experimental Course: BIO 503

Department of Health Sciences

- DFN 621: course credits, hours and description
- New Course: DFN 642

I also would like to notify the senate of five informational items – all experimental courses from the following departments:

Department of Early Childhood and Childhood Education

- Experimental Course: EDE 712

Department of Sociology

- Experimental Course: SOC 751

Department of Middle and High School Education (MHSE)

- Experimental Courses: ESC 537 and ESC 507

Department of Biology

- Experimental Course: BIO 503

Does anyone have any questions and/or comments?

Our next meeting will be in September 2016.

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Biological Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Ecology
Course Prefix & Number	BIO 503
Course Title	Topics in Urban Ecology
Description	Exploration of the study of interrelationships between organisms and their biotic and abiotic environment in relation to urban settings, including population and community interactions; the nature of the niche; endangered species within city settings; the urban heat island effect; and human's role in the system. Students will learn how to gather and interpret local ecological data to understand the complexity of ecosystems.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World
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3. **Rationale:**

Understanding ecology is important since it provides insights into the myriad environmental issues confronting us both at the regional and global scale. This class specifically is designed for MEd students in Middle and Secondary Science Teaching who require background in earth sciences, for which there is no comparable course offered at Lehman. Through introductory lectures, discussions of current topics, and practical demonstrations on Lehman's campus, this class will show STEM teachers how to use their surrounding environment as a 'living classroom' for exploring urban ecology, which can be adapted to any city park or green space within walking distance. Information gained within an urban framework can be applied transnationally to understand some of the important environmental issues confronting our era. This class also will be open as a Master's elective for Biology students (B.A.) who may not have the time to take the department's longer Ecological Applications course. This course is being proposed as an experimental course to assess preliminary student interest in the subject matter.

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

1. Understand biotic and abiotic factors affect the abundance and distribution of organisms in space and time
2. Critically interpret and evaluate work published in both the primary literature and popular press
3. Work as a group to observe patterns and interpret data to address interesting ecological questions through the design and execution of simple experiments
4. Effectively communicate findings in both written and oral format to one's peers, professionals, and community
5. Understand how ecological concepts that play out uniquely in urban settings are applicable to global scale problems affecting all of humanity
6. Become more responsible and engaged citizens through an awareness and appreciation of modern ecological issues

5. **Date of Departmental Approval:** 3/30/16

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 712
Course Title	Learning and Teaching Literacy in Childhood Settings I: Literacy in the Primary Grades
Description	Introduction to language and literacy development from kindergarten to grade 3. This course focuses on the processes of reading, writing, listening and speaking and ways to design appropriate teaching strategies for supporting children's growth across these four areas of literacy development. Processes of language and literacy development; focus on phonological awareness; phonics; word recognition; comprehension; fluency; and vocabulary development. Ten hours of fieldwork is required.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education	<u> X </u> Not Applicable <u> </u> Required

Component	<input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. Rationale:

Based on new New York State requirements for elementary school teachers concerning the Literacy component of the edTPA it was determined that EDE 621 and EDE 713: Teaching Literacy in Childhood Settings needed to be restructured. EDE 712 has been developed to cover language and literacy development from kindergarten to grade 3. The ECCE Department will run EDE 712 as an experimental course in fall 2016 in order to determine student need. If there is adequate enrollment in the course the Department will propose the course as a new course.

4. Learning Outcomes:

By the end of the course, students will be expected to:

1. Apply and discuss sociocultural theories of development as it relates to oral and written literacy development.
2. Identify multicultural literature that can be used in literacy lesson design and implementation.
3. Identify and implement instructional routines to support students' reading and writing development through lesson planning and unit design.
4. Document student learning through multiple methods of literacy assessments. Use this information to inform lesson design.

5. Date of Departmental Approval: April 20, 2016

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course Title; Course Description

2. **From:**

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 713
Course Title	Literacy in Childhood Settings – Grades 1 to 6.
Description	Exploration of ways in which children develop language and literacy in family, neighborhood, and school settings including children who are learning English as a second language, and children with special needs. Approaches to literacy, assessment, and instruction, including use of media and technology, with integrated curricula that meet State and national standards and the needs of children with disabilities. Ten hours of fieldwork required with children in childhood settings with diverse populations, action research, and development of an academic portfolio.
Pre/ Co Requisites	EDE 721 and EDE 722. COREQ: EDE 714. No student can receive credit for both EDE 713 and EDC 713.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 713
Course Title	<u>Learning and Teaching Literacy in Childhood Settings II: Literacy in Grades 3 to 6.</u>
Description	<u>An introduction to language arts theory and methodology for teaching in the later elementary grades, grades 3-6. Readings focus on theory, research, and instructional strategies that reflect on current understandings of literacy learning in linguistically and culturally diverse school settings. This knowledge base will help students critically analyze methods, instruction, and curricular choices in the language arts. A variety of effective teaching practices will be explored that address the development of reading, writing, listening, and speaking, including how to employ a variety of literacy assessment tools to plan instruction for students with diverse learning needs. Ten hours of fieldwork is required to complete course assignments and requirements.</u>
Pre/ Co Requisites	PREREQ: EDE 721 and EDE 722. COREQ: EDE 714. No student can receive credit for both EDE 713 and EDC 713.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics

	<input type="checkbox"/> Science
<input type="checkbox"/> Flexible	
<input type="checkbox"/>	World Cultures
<input type="checkbox"/>	US Experience in its Diversity
<input type="checkbox"/>	Creative Expression
<input type="checkbox"/>	Individual and Society
<input type="checkbox"/>	Scientific World

4. Rationale:

Based on new New York State requirements for elementary school teachers concerning the Literacy component of the edTPA it was determined that EDE 621: Introduction to Teaching Reading in the Elementary School and EDE 713: Teaching Literacy in Childhood Settings needed to be restructured. EDE 713 has been redesigned to cover language arts theory and methodology for teaching in the later elementary grades, grades 3-6.

5. Date of departmental approval: April 20, 2016

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 722
Course Title	Child Development and Program Design in Childhood Settings — Grades 1 to 6.
Description	Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on knowledge of the needs and interests of children, including those with disabilities and diverse cultural and linguistic backgrounds, as well as on knowledge of the community; of curriculum goals; and of City, State, and national standards. Study of model programs for, and issues related to, programs for children reflecting sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Observations in childhood settings with diverse populations, action research, appropriate use of media and technology, development of an academic portfolio. Ten hours of fieldwork required.
Pre/ Co Requisites	COREQ: EDE 721. No student can receive credit for both EDE 722 and EDC 722.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	ECCE
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	EDE 722
Course Title	Program Design in Childhood Settings -- Grades 1-6
Description	Design, implementation, and assessment of developmentally appropriate programs and instructional practices based on knowledge of the needs and interests of children, including those with disabilities and diverse cultural and linguistic backgrounds, as well as on knowledge of the community; of curriculum goals; and of City, State, and national standards. Study of model programs for, and issues related to, programs for children reflecting sociocultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for children and their families. Focus on the health, safety, physical, emotional, social, cognitive, cultural, and aesthetic aspects of programs. Observations in childhood settings with diverse populations, action research, appropriate use of media and technology, development of an academic portfolio. Ten hours of fieldwork required.
Pre/ Co Requisites	COREQ: EDE 721. No student can receive credit for both EDE 722 and EDC 722.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive,	

WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale:**

The course title needed to reflect the current course description. “Child Development” is not covered in EDE 722 but is taught in the co-requisite course EDE 721: Child Study and Developmental Assessment – Grades 1-6.

5. **Date of departmental approval:** April 20, 2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Health Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nutrition
Course Prefix & Number	DFN 621
Course Title	Ethnic and Therapeutic Meal Patterns
Description	An in-depth study of ethnic food patterns and their influences on health, with emphasis on scientific principles of food preparation and meal planning for vulnerable population groups and those on medical nutrition therapy regimens.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Health Studies
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Nutrition
Course Prefix & Number	DFN 621
Course Title	Ethnic and Therapeutic Meal Patterns
Description	An in-depth study of ethnic food patterns and their influences on health, with emphasis on scientific principles of food preparation and meal planning for vulnerable population groups and those on medical nutrition therapy regimens, <u>including experiential work preparing ethnic and therapeutic recipes.</u>
Pre/ Co Requisites	
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

DFN 621 requires both a lecture and lab in order to give students enough time to prepare recipes and engage with the course content, which has been expanded to cover the increasing attention to a wider variety of ethnic groups, foods and dietary-related health conditions.

5. Date of departmental approval: April 6, 2016

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

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

2.

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods and Nutrition
Course Prefix & Number	DFN 642
Course Title	Sports Nutrition
Description	Examination of energy and nutritional requirements in relation to the metabolism of sport and exercise activities. The course analyzes aspects of human nutrition that sustain and improve optimal performance for sport and exercise activities.
Pre/ Co Requisites	3 credits in Exercise Physiology
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Current trends in nutrition and exercise-related professions emphasize energy and nutritional demands to sustain and improve performance in sports and exercise. Sports nutrition concepts elucidated in this course will expand professional opportunities for graduate students in the fields of nutrition, exercise and sport.

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

- Describe the rationale for major nutrients such as carbohydrates, proteins, fats, vitamins, water and minerals in relation to exercise & sports.
- Analyze the effects of deficiencies and/or excess intake of nutrients on exercise and sport performance.
- Examine the importance of training and nutrition as well as the effect of weight and body composition on exercise and sport performance.
- Describe the disordered eating and exercise patterns in athletes

5. **Date of Departmental Approval:** April 6, 2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Nutrition, MS
Hegis Number: 1306.00
Program Code: 87372
Effective Term: Spring 2017

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

2. **From:**

M.S. Program in Nutrition

The Master of Science Program in Nutrition prepares students for a wide range of professional positions in either clinical or community nutrition, and for doctoral study in these fields. Graduates of the program may find career opportunities as clinical nutritionists within health-care settings and as nutrition educators in the community. Those graduating from the Dietetic Internship are eligible to sit for the Registration Examination administered by the Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics to become Registered Dietitians (RD) or Registered Dietitian Nutritionist (RDN).

Admission Requirements

- Bachelor's degree or its equivalent from an accredited college or university.
- Demonstrated ability to successfully pursue graduate study by having achieved a minimum grade average of B (3.0) in the undergraduate record as a whole and in courses most relevant to the graduate discipline.
- Two letters of recommendation.
- Must have completed the following courses and credits (or their equivalents):

In Basic Science: courses in physiology (BIO 181 and 182, or 228), inorganic chemistry (CHE 114 and 115), and organic chemistry (CHE 120 and 121).

In Nutrition: courses in introductory (HSD 240) and advanced nutrition (DFN 445), diet and disease (DFN 348 and 448), and foods (DFN 120 and 220). Deficiencies in undergraduate preparation may be rectified through Lehman's undergraduate program in Dietetics, Foods, and Nutrition, which is accredited by the ACEND (Accreditation Council for Education in Nutrition and Dietetics) as a Didactic Program in Dietetics (DPD). <http://www.eatright.org/ACEND/content.aspx?id=10905>.

Degree Requirements

Each candidate must complete an approved program of study of at least 37 credits that includes the general core courses and approved elective courses, which may include the courses required for the Dietetic Internship (DI) program. The student may elect either to write a thesis or pass a comprehensive examination for a minimum total of 37 credits. At this time, only the comprehensive exam is being offered.

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

HEA 600 (3), HEA 620 (3), BIO 610 (4) or BIO 644 (4), DFN 610 (3), DFN 620 (3), DFN 641 (3), DFN 651 (3), and DFN 791 (3) (total of 25 credits).

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

DFN 530 (4), 621 (3), 630 (3-6), 661 (3), 692 (3-6), 693 (3-6), 730 (3), 731 (3), 741 (3), 771 (3), 792 (3), 793 (3), 794 (3-6), 795 (3-6), HSD 606, and other courses selected with permission of the Graduate Adviser (total of a minimum of 12 credits).

A maximum of 9 credits from DFN 730 and 731 may be credited toward the requirements for the MS degree for those students completing the DI program.

3. To:

M.S. Program in Nutrition

The Master of Science Program in Nutrition prepares students for a wide range of professional positions in either clinical or community nutrition, and for doctoral study in these fields. Graduates of the program may find career opportunities as clinical nutritionists within health-care settings and as nutrition educators in the community. Those graduating from the Dietetic Internship are eligible to sit for the Registration Examination administered by the Commission on Dietetic Registration (CDR) of the Academy of Nutrition and Dietetics to become Registered Dietitians (RD) or Registered Dietitian Nutritionist (RDN).

Admission Requirements

- Bachelor's degree or its equivalent from an accredited college or university.
- Demonstrated ability to successfully pursue graduate study by having achieved a minimum grade average of B (3.0) in the undergraduate record as a whole and in courses most relevant to the graduate discipline.
- Two letters of recommendation.
- Must have completed the following courses and credits (or their equivalents):

In Basic Science: courses in physiology (BIO 181 and 182, or 228), inorganic chemistry (CHE 114 and 115), and organic chemistry (CHE 120 and 121).

In Nutrition: courses in introductory (HSD 240) and advanced nutrition (DFN 445), diet and disease (DFN 348 and 448), and foods (DFN 120 and 220). Deficiencies in undergraduate preparation may be rectified through Lehman's undergraduate program in Dietetics, Foods, and Nutrition, which is accredited by the ACEND (Accreditation Council for Education in Nutrition and Dietetics) as a Didactic Program in Dietetics (DPD). <http://www.eatright.org/ACEND/content.aspx?id=10905>.

Degree Requirements

Each candidate must complete an approved program of study of at least 37 credits that includes the general core courses and approved elective courses, which may include the courses required for the Dietetic Internship (DI) program. The student may elect either to write a thesis or pass a comprehensive examination for a minimum total of 37 credits. At this time, only the comprehensive exam is being offered.

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

HEA 600 (3), HEA 620 (3), BIO 610 (4) or BIO 644 (4), DFN 610 (3), DFN 620 (3), DFN 641 (3), DFN 651 (3), and DFN 791 (3) (total of 25 credits).

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

DFN 530 (4), 621 (4), 630 (3-6), 642 (3), 661 (3), 692 (3-6), 693 (3-6), 730 (3), 731 (3), 741 (3), 771 (3), 792 (3), 793 (3), 794 (3-6), 795 (3-6), HSD 606, and other courses selected with permission of the Graduate Adviser (total of a minimum of 12 credits).

A maximum of 9 credits from DFN 730 and 731 may be credited toward the requirements for the MS degree for those students completing the DI program.

4. Rationale:

Increased credits for DFN 621 will improve experiential learning related to ethnic and therapeutic foods, thereby increasing career prospects for students interested in food service organizations based in hospitals, assisted living facilities, schools, restaurants, and in the community.

DFN 642 as an elective will enhance career prospects for students pursuing professional interests in sport nutrition.

5. Date of departmental approval: April 6, 2016

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of change:** Experimental

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 507
Course Title	Restorative Practices & Restorative Justice in Middle and High School Education
Description	Examination and implementation of theories and practices relating to restorative practices and restorative justice. Topics include positive prosocial peer relationships and student/adult prosocial relationships in a classroom/school/community; peaceful resolutions of incidents of harm and injury within a classroom/school/community; and social and emotional practices that address children's and youth's experiences of trauma.
Pre/ Co Requisites	Departmental Permission
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Writing Intensive
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. **Rationale:** In k-12 schools, social work, justice and criminal systems, a new and concerted effort is being made to replace a punishment model of discipline with restorative practices that focus on building and sustaining healthy communities and constructive accountability for harm and injury. Unfortunately, K-12 schools continue to play a significant role in sustaining the school-to-prison pipeline for children and youth. This course will prepare both current and future educators (administrators, teachers, school counselors, parent coordinators, safety officers and school staff) to implement restorative practices that both lead to reduced suspensions and build positive peer-with-peer and youth-with-adult relationships. This course is of particular importance in schools and communities in which children and youth experience different forms of trauma.

This elective course is being proposed as an experimental course to assess preliminary interest from both education candidates and novice, experienced teachers and administrators in building and sustaining prosocial learning environments (school and community) to support students' holistic social, emotional and academic development.

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

1. Develop an understanding of the core principles of restorative practices and restorative justice and how they differ from traditional or punitive approaches
2. Develop an understanding of how to implement restorative practices to address students' experiences of trauma resulting from violence, health issues, and poverty
3. Develop an understanding of the principles and practices of "building community" as it applies to restorative circles
4. Know how to sequence activities to build trust among students so they become more willing to communicate authentically
5. Know how to sequence activities to build trust among students so they become more willing to take the necessary risks to extend and challenge their learning
6. Know how to introduce and lead different types of restorative circles
7. Know how to plan a sequenced restorative circle with essential components for stated purposes
8. Know how to transition into and out of circle time and can switch roles between circle keeper and teacher effectively
9. Know how to use restorative practices in many situations where punitive discipline approaches might have been used in the past
10. Know how to apply restorative questions
11. Develop an understanding of effective communication and experience how it supports classroom discipline and community building

5. **Date of Departmental Approval:** 3/17/2016

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Secondary Education
Course Prefix & Number	ESC 537
Course Title	Principles of Computer Science Education I
Description	Introduction of teaching methodologies (including micro teaching), curriculum design, assessment and research issues in computer science education. Examination of current best practices in computer science pedagogy.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** ESC 537 is being proposed, as an elective course, in order to respond to the need to introduce pre- and in-service teachers to pedagogical principles of computer science education in secondary science classroom settings. Further, New York State and New York City implemented the new *Computer Science for All* initiative in fall 2015. This will require classroom teachers to have more specialized knowledge in instructional technology, including key pedagogical design principles in computer science education. The proposed course will allow Lehman College to build capacity to meet the demands for quality instructional technology and to build the Computer Science for All initiative (<http://www1.nyc.gov/office-of-the-mayor/education-vision-2015-computer-science.page>).

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

- Design, plan and justify secondary computer science lessons
- Develop two project-based learning sequences containing direct instruction and the integration of computer science technology, including visualization and simulation environments
- Demonstrate the synthesis of computer science in instruction in real time by leading the class through a custom project-based learning sequence
- Develop formative and summative assessments to measure students learning.

5. **Date of Departmental Approval:** February 4, 2016

**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.

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Secondary Education
Course Prefix & Number	ESC 537
Course Title	Principles of Computer Science Education I
Description	Introduction of teaching methodologies (including micro teaching), curriculum design, assessment and research issues in computer science education. Examination of current best practices in computer science pedagogy.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** ESC 537 is being proposed, as an elective course, in order to respond to the need to introduce pre- and in-service teachers to pedagogical principles of computer science education in secondary science classroom settings. Further, New York State and New York City implemented the new *Computer Science for All* initiative in fall 2015. This will require classroom teachers to have more specialized knowledge in instructional technology, including key pedagogical design principles in computer science education. The proposed course will allow Lehman College to build capacity to meet the demands for quality instructional technology and to meet the Computer Science for All initiative (<http://www1.nyc.gov/office-of-the-mayor/education-vision-2015-computer-science.page>).

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

- Design, plan and justify secondary computer science lessons
- Develop two project-based learning sequences containing direct instruction and the integration of computer science technology, including visualization and simulation environments
- Demonstrate the synthesis of computer science in instruction in real time by leading the class through a custom project-based learning sequence
- Develop formative and summative assessments to measure students learning.

5. **Date of Departmental Approval:** February 4, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 751
Course Title	Topics in Sociology
Description	Study of various topics in sociology. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	PREREQ: Departmental Approval
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This course can be used by students in the MA program in Liberal Studies (MALS) as an equivalent to graduate-level Sociology courses taken by epermit at other CUNY campuses. The Sociology Department also anticipates opening small sections of this course to meet with some 300-level Sociology courses, which will enable MALS students to learn from the Lehman instructor in the course and perform additional work in order to meet the standards of a 700-level course.

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

Because this is a topics course, the specific learning outcomes will vary depending on the specific topic. In general, students will be expected to acquire the methodology and research skills appropriate to a graduate-level course in sociology.

5. **Date of Departmental Approval:** April 5, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Sociology
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 751
Course Title	Topics in Sociology
Description	Study of various topics in sociology. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	PREREQ: Departmental Approval
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course can be used by students in the MA program in Liberal Studies (MALS) as an equivalent to graduate-level Sociology courses taken by epermit at other CUNY campuses. The Sociology Department also anticipates opening small sections of this course to meet with some 300-level Sociology courses, which will enable MALS students to learn from the Lehman instructor in the course and perform additional work in order to meet the standards of a 700-level course.

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

Because this is a topics course, the specific learning outcomes will vary depending on the specific topic. In general, students will be expected to acquire the methodology and research skills appropriate to a graduate-level course in sociology.

5. Date of Departmental Approval: April 5, 2016

Senate Meeting – September 14, 2016

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, without a quorum present (5 of 10 members in attendance) on August 29, 2016:

1. Health Sciences
 - Change degree requirements DFN BS
 - Change minor Geriatric Health
 - Change minor Developmental Disabilities
 - Change minor Youth Services
 - New course DFN 244
 - New course DFN 245
 - Change course DFN 120
2. Journalism, Communication & Theatre
 - New course FTS 209 (was previously approved)
3. Physics and Astronomy
 - Change course PHY 489
4. Sociology
 - Change degree requirements Honors
5. Languages and Literatures
 - Change minor Comparative Literature
6. Biological Sciences
 - Change degree requirements BA
 - Change minor Biology
 - Change course BIO 181
7. Next meeting: September 21, 2016, 1 p.m., SC 1405A

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: 70-Credit Major In Biology I (B.A.)

Hegis Number: 34022

Program Code: 0401.00

Effective Term: Spring 2017

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

2. **From:**

The required courses and credits are distributed as follows:

Credits (70)

8 In BIO 166 and 167: one counts as ~~distribution~~ and the other toward the major. Both are prerequisites to all other Biology courses.

24 In advanced Biology courses (200, 300, and 400 levels), with at least 12 credits at the 300 level or higher. Course schedule to be approved by the Department's student adviser.

10 In general chemistry: CHE 166-167 and 168-169.

10 In organic chemistry: CHE 232-233 and 234-235.

10 In general physics: PHY 166*-167.*

~~8 In mathematics: Either MAT 175 and 176 or 175 and 231.~~

~~*Please note that the Physics Department has increased the credit requirements for this course to 5 credits.~~

Qualified students may also take BIO 450: Seminar in Biology; BIO 489: Introduction to Experimental Biology; BIO 490: Honors in Biological Sciences. Biology majors MUST consult with Departmental undergraduate advisers on completion of BIO 166 or 167 and when making course selections.

~~Special Note: Biology majors are not required to select a minor because of the extensive coursework in ancillary sciences required in the course of study.~~

3. **To:**

The required courses and credits are distributed as follows:

Credits (69-70)

8 In BIO 166 and 167: one counts as General Education and the other toward the major. Both are prerequisites to all other Biology courses.

24 In advanced Biology courses (200, 300, and 400 levels), with at least 12 credits at the 300 level or higher. Course schedule to be approved by the Department's student adviser.

10 In general chemistry: CHE 166-167 and 168-169.

10 In organic chemistry: CHE 232-233 and 234-235.

10 In general physics: PHY 166-167.

7-8 In mathematics: Either MAT 175 and 176 or MAT 175 and (MAT 231 or BIO 240 or PSY 226)

Qualified students may also take BIO 450: Seminar in Biology; BIO 489: Introduction to Experimental Biology; BIO 490: Honors in Biological Sciences. Biology majors MUST consult with Departmental undergraduate advisers on completion of BIO 166 or 167 and when making course selections.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program): Many health professional and graduate schools have changed their Math requirements and are asking that students graduating with a biology degree have the knowledge of statistics. The Department of Biological Sciences has been giving permission to students to take either MAT 176 or PSY 226 or Bio 240 to fulfill the Math requirements for the major. We are asking to revise the information in the Bulletin so that the option is officially available to students and they do not require permission from the department. The Physics credits were changes some time ago and minors are no longer required.

5. Date of departmental approval: May 18, 2016

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology Minor
Effective Term: Spring 2017

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

2. **From:**

A minor in Biology consists of a minimum of 16 credits in Biology, including ~~one course (4 credits) selected from [BIO 166](#), [BIO 167](#), [BIO 183](#), or [BIO 184](#) and three courses (12 credits) selected from the 200, 300, or 400 levels, with at least two of these at the 300 or 400 level. The selected 100-level course will satisfy the distribution requirement in Biology.~~

3. **To:**

A minor in Biology will familiarize students with concepts and research tools that scientists use to understand the living world and solve real-world problems. By minoring in biology, students from various disciplines such as business, computer science, psychology, and health sciences can combine their expertise with their knowledge of the natural world to enhance their career options. A minor in Biology consists of a minimum of 16 credits in Biology, including [BIO 166](#) and [BIO 167](#) (8 credits), one 200 level course and one 300 or 400 level course (8 credits). The 100-level courses are STEM Variants that students can substitute to satisfy their General Education requirements.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** The added description will help students understand the value of minoring in biology, and will guide them in selecting suitable courses in order to broaden their career options. Changes in the required 100-level courses will enable students to take more rigorous courses that are designed for the biology majors and meet the prerequisites for the more advanced level courses they have to take for the minor.

5. **Date of departmental approval:** 10/14/15

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	Bio 181
Course Title	Anatomy and Physiology I
Description	(Open only to students majoring in Nursing; Dietetics, Foods, and Nutrition; Health Education; and Physical Education). Study of human anatomy and physiology. Lecture topics include cell structure and function, tissues, and the study of the skeletal, muscular, nervous, and endocrine systems. Laboratory exercises complement the lecture material with the use of a workbook, models, and animal preparations.
Pre/ Co Requisites	
Credits	4
Hours	5
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

	<input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
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3. To:

Department(s)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Biology
Course Prefix & Number	Bio 181
Course Title	Anatomy and Physiology I
Description	(Open only to students majoring in Nursing; Dietetics, Foods, and Nutrition; Health Education; and Biology. Students majoring in <u>Biology who have completed Bio 181 and Bio 182 can use those courses in place of Bio 228</u>). Study of human anatomy and physiology. Lecture topics include cell structure and function, tissues, and the study of the skeletal, muscular, nervous, and endocrine systems. Laboratory exercises complement the lecture material with the use of a workbook, models, and animal preparations.
Pre/ Co Requisites	
Credits	4
Hours	5
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):** Some students major in biology in order to prepare for health professional schools. The requirement for some of these schools is two- semesters of human anatomy and physiology courses. The requested change provides an option for biology students to take anatomy and physiology courses and have the credits count towards their major.

5. **Date of departmental approval:** May 18, 2016

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

Name of Program and Degree Award: Dietetics, Foods, and Nutrition, B.S.
Hegis Number: 82141
Program Code: 1306.00
Effective Term: Spring 2017

1. Type of change: Change in program requirements

2. From:

Dietetics, Foods, and Nutrition, B.S. (49.5-61.5 Credit Major)

The program in Dietetics, Foods, and Nutrition is designed to prepare students for entry-level positions as dietitians or nutritionists in healthcare facilities, community agencies, cooperative extension, food service operations, and/or the food industry. Students are also prepared for graduate study in dietetics and nutrition. The curriculum for the Dietetics, Foods, and Nutrition major Option I complies with the requirements for a Didactic Program in Dietetics (DPD) and is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students successfully graduating from a ACEND-accredited D.P.D. with a GPA of 3.0 or better are eligible to take the examination to become a Registered Dietetic Technician (DTR), or apply for an ACEND-accredited dietetic internship (DI), which enables the student to become eligible to take the examination in dietetics to become a registered dietitian (RD) or RDN (Registered Dietitian/Nutritionist). Fieldwork and laboratory experiences are important components of the curriculum and are planned to integrate didactic instruction with supervised practice.

An application to declare the Didactic Program in Dietetics (Didactic Program in Dietetics, DFN major Option I) is required. The application can be downloaded here and must be submitted to the DPD director by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. A minimum GPA of 3.0 is required for admittance into the DPD. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program. For further information, please see the DPD Handbook. Students who are not accepted into Option I may elect to major in DFN Option II.

Honors in Dietetics, Foods, and Nutrition

Departmental honors in Dietetics, Foods, and Nutrition may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

The distribution of courses and credits to be earned by all majors is as follows (33.5 credits):

- 6 In Health Sciences: HSD 240 (3), HSD 266 (3)
- 16 In Dietetics, Foods, and Nutrition: DFN 120 (3), DFN 220 (4), DFN 330 (3), DFN 341 (3), and DFN 430 (3)
- 3 In Nutrition Education and Counseling: DFN 437 (3)
- 4 In Biological Sciences: BIO 230 (4)
- 4.5 In Chemistry: CHE 114 (3),* CHE 115 (1.5)*

**These courses also satisfy a General Education requirement.*

Option I: Dietetics, Foods, and Nutrition, ACEND-Accredited (61.5 credits)

Additional courses to be taken (28 credits):

- 3 *In Health Sciences:* HSD 269 (3)
- 12 *In Dietetics, Foods, and Nutrition:* DFN 445 (4), DFN 348 (3), DFN 448 (3), and DFN 470 (2), *or* DFN 471 (2), *or* DFN 472 (2)
- 4 *In Biology:* BIO 228 (4)*
- 9 *In Chemistry:* CHE 120 (3), and CHE 121 (1.5), CHE 244 (3) and CHE 245 (1.5)

*BIO 181-182 (8) may be substituted.

To receive a statement verifying completion of the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students must successfully complete all courses required for Option I, and demonstrate computer literacy. Students must also successfully complete PSY 166, which satisfies A General Education Requirement. More information on the Didactic Program in Dietetics can be found in the DPD Handbook.

3. To:

Dietetics, Foods, and Nutrition, B.S. (49.5-61.5 Credit Major)

The program in Dietetics, Foods, and Nutrition is designed to prepare students for entry-level positions as dietitians or nutritionists in healthcare facilities, community agencies, cooperative extension, food service operations, and/or the food industry. Students are also prepared for graduate study in dietetics and nutrition. The curriculum for the

Dietetics, Foods, and Nutrition major Option I complies with the requirements for a Didactic Program in Dietetics (DPD) and is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Students successfully graduating from a ACEND-accredited D.P.D. with a GPA of 3.0 or better are eligible to take the examination to become a Registered Dietetic Technician (DTR), or apply for an ACEND-accredited dietetic internship (DI), which enables the student to become eligible to take the examination in dietetics to become a registered dietitian (RD) or RDN (Registered Dietitian/Nutritionist). Fieldwork and laboratory experiences are important components of the curriculum and are planned to integrate didactic instruction with supervised practice.

An application to declare the Didactic Program in Dietetics (Didactic Program in Dietetics, DFN major Option I) is required. The application can be downloaded here and must be submitted to the DPD director by the semester prior to acceptance and entry into the major: December 1st for entry in the Spring semester and April 1st for entry in the Fall semester. A minimum GPA of 3.0 is required for admittance into the DPD. Students applying for acceptance into the DPD may be required to take a pre-entry examination to assess aptitude for the program. For further information, please see the DPD Handbook. Students who are not accepted into Option I may elect to major in DFN Option II.

Honors in Dietetics, Foods, and Nutrition

Departmental honors in Dietetics, Foods, and Nutrition may be awarded to a student who has maintained an index of 3.5 in a minimum of 45 credits in all courses required for the major.

The distribution of courses and credits to be earned by all majors is as follows (33.5 credits):

- 6 In Health Sciences: HSD 240 (3), HSD 266 (3)
- 16 In Dietetics, Foods, and Nutrition: DFN 120 (3), DFN 220 (4), DFN 330 (3), DFN 341 (3), and DFN 430 (3)
- 3 In Nutrition Education and Counseling: DFN 437 (3)
- 4 In Biological Sciences: BIO 230 (4)
- 4.5 In Chemistry: CHE 114 (3),* CHE 115 (1.5)*

**These courses also satisfy a General Education requirement.*

Option I: Dietetics, Foods, and Nutrition, ACEND-Accredited (61.5 credits)

Additional courses to be taken (28 credits):

- 3 *In Health Sciences:* HSD 269 (3)
- 12 *In Dietetics, Foods, and Nutrition:* DFN 445 (4), DFN

- 348 (3), DFN 448 (3), and DFN 470 (2), *or* DFN 471 (2), *or* DFN 472 (2)
- 4 *In Biology:* BIO 228 (4)*
- 9 *In Chemistry:* CHE 120 (3), and CHE 121 (1.5), and CHE 244 (3), and CHE 245 (1.5), or DFN 244 (3) and 245 (1)

*BIO 181-182 (8) may be substituted.

To receive a statement verifying completion of the Didactic Program in Dietetics (DPD) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), students must successfully complete all courses required for Option I, and demonstrate computer literacy. Students must also successfully complete PSY 166, which satisfies A General Education Requirement. More information on the Didactic Program in Dietetics can be found in the DPD Handbook.

4. Rationale:

The courses in Nutritional Biochemistry (DFN 244-245) are appropriate options to replace Biochemistry (CHE 244-245) for DFN Option I students.

5. Date of Departmental Approval: 5-4-16

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF HEALTH SCIENCES
CURRICULUM CHANGE**

Name of Program and Degree Award: Geriatric Health Minor
Effective Term: Spring 2017

1. **Type of Change**: Change in minor requirements

2. **From**: Minor in Geriatric Health

*~~DFN 242~~, HEA 310, ~~HSA 320~~, and REC 325.

3. **To**: Minor in Geriatric Health

12 credits from HEA 310, HSA 325, REC 325, PSY 219, HEA 360, SWK 242

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program)**: This change provides students with a broader selection of courses which also meet the learning outcomes of the program. DFN 242 and HSA 320 are no longer offered and have been replaced with relevant options.

5. **Date of departmental approval**: May 4, 2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Developmental Disabilities Minor
Effective Term: Spring 2017

1. **Type of Change**: Change in minor requirements

2. **From**: Developmental Disabilities Minor

~~REC 321, PSY 232, *EDS 390, and either *FCS 449 or SPV 321. Course substitutions may be permitted with approval of the coordinator of the Recreation Program.~~

3. **To**: Developmental Disabilities Minor

12 credits from REC 321, PSY 232, REH 220, SPV 221, any DST course, or one of the following: ECE 301, ESC 301, ESC 343

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program)**: This change provides students with a broader selection of courses which also meet the learning outcomes of the program. EDS 390 and FCS 449 are no longer offered and have been replaced with relevant options. SPV 321 has been changed to SPV 221. This change should eliminate need for course substitutions.

5. **Date of departmental approval**: May 4, 2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Youth Services Minor
Effective Term: Spring 2017

1. Type of Change: Change in minor requirements

2. From: Minor in Youth Services

The minor in Youth Services requires 12 credits, including:

REH 230: Introduction to Youth Studies, *3 hours, 3 credits.*

REC 320: Recreation Leadership, *3 hours, 3 credits.*

REH 370: Practicum in Youth Services, *4 hours, field; 1, lecture; 3 credits.*

And one of the following:

REC 324: Therapeutic Recreation for Children and Youth, *3 hours, 3 credits.*

EXS 304: Coaching Youth and Team Sports, *3 hours, 3 credits.*

REH 330: Management of Youth-Serving Organizations, *3 hours, 3 credits.*

~~Appropriate substitutions may be approved with the permission of the Coordinator of the Recreation Program.~~

3. To: Minor in Youth Services

The minor in Youth Services requires 12 credits selected from:

REH 230: Introduction to Youth Studies, *3 hours, 3 credits.*

REC 320: Recreation Leadership, *3 hours, 3 credits.*

REH 370: Practicum in Youth Services, *4 hours, field; 1, lecture; 3 credits.*

REC 324: Therapeutic Recreation for Children and Youth, *3 hours, 3 credits.*

EXS 304: Coaching Youth and Team Sports, *3 hours, 3 credits.*

REH 330: Management of Youth-Serving Organizations, *3 hours, 3 credits*.

PSY 217 Child Psychology, 3 hours, 3 credits or PSY 218 Psychology of Adolescence, 3 hours, 3 credits

ECE 301 The Child in Context: Child Study and Development—Birth to Grade 6, 3 hours, 3 credits or ESC 301 Psychological Foundations of Middle and High School, 3 hours, 3 credits, 15 hours of supervised fieldwork

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program): This change provides students with a broader selection of courses which also meet the learning outcomes of the program. This change should eliminate need for course substitutions.

5. Date of departmental approval: May 4, 2016

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. Type of change: *New Course*

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 244
Course Title	Nutritional Biochemistry
Description	A study of the structure, function, and metabolism of major biological molecules: carbohydrates, lipids, and proteins in relation to food and nutrition. Principles of enzymatic reactions, bioenergetics, and gene expression will be covered.
Pre/ Co Requisites	PREREQS: CHE 120 and 121; BIO 181 and 182; and HSD 240 CO-REQ: DFN 245
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Students in Dietetics, Foods, and Nutrition, Option I, must have working knowledge of biochemistry in order to proceed to advanced courses in the program. The proposed lecture course in conjunction with the laboratory co-requisite will cover principles of biochemistry within the context of human metabolism and nutrition, providing students with a suitable foundation for subsequent coursework.

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

- Recognize the fundamental structures of biological molecules – nucleic acids, proteins, carbohydrates, and lipids.
- Explain how the structure of biological molecules determines their properties and functions in the body
- Understand the basic elements of biochemical pathways involving carbohydrates, lipids, proteins, vitamins and minerals.
- Explain the principles of enzyme-catalyzed reactions and bioenergetics.
- Describe the processes of gene expression.
- Demonstrate functional knowledge of the biosynthesis of molecules and how nutrients are catabolized to fulfill energy needs.

5. Date of Departmental Approval: 5-4-16

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. Type of change: *New Course*

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 245
Course Title	Nutritional Biochemistry Laboratory
Description	Laboratory activities designed to enhance understanding of key concepts in nutritional biochemistry. Emphasis on enzymes, DNA and gene expression, and nutrient metabolism. Varied methodology including simple experiments, demonstrations, computer simulations, and problem-solving exercises.
Pre/ Co Requisites	PREREQS: CHE 120 and 121; BIO 181 and 182; and HSD 240 CO-REQ: DFN 244
Credits	1
Hours	2
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Students in Dietetics, Foods, and Nutrition, Option I, must have working knowledge of biochemistry in order to proceed to advanced courses in the program. The proposed laboratory course will teach principles of biochemistry within the context of human metabolism and nutrition, providing students with an essential foundation for subsequent coursework.

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

- Interpret a hypothetical DNA sequence using the genetic code.
- Classify genetic mutations and consider their effects on protein structure.
- Extract DNA from foods using common ingredients.
- Demonstrate the effect of surface area and other variables on enzyme activity.
- Simulate the role of agitation and bile salts in emulsification and fat digestion.
- Demonstrate working knowledge of nutrient metabolism.
- Design a simple experiment with appropriate controls.
- Analyze and interpret data and draw logical conclusions.
- Work in a small group setting to complete tasks and collaborate on challenge questions.
- Convey scientific concepts and protocols with clarity.

5. Date of Departmental Approval: 5-4-16

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2. From:

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 120
Course Title	The Nature and Science of Food
Description	Overview of the preparation and characteristics of food, including nutritional profiles, food selection, and storage. Particular emphasis on the chemical changes and interaction of foods.
Pre/ Co Requisites	PREREQ: CHE 114-115
Credits	3
Hours	4 (2, lecture; 2, lab)
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Dietetics, Foods, and Nutrition
Course Prefix & Number	DFN 120
Course Title	The Nature and Science of Food
Description	Overview of the preparation and characteristics of food, including nutritional profiles, food selection, and storage. Particular emphasis on the chemical changes and interaction of foods. Note: A laboratory component is included in this course.
Pre/ Co Requisites	PREREQ: CHE 114-115
Credits	3
Hours	4
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Reorganization of the lecture and laboratory duration is necessary to effectively cover food science principles and culinary calculations that are foundational to the more advanced DFN courses. The reduced laboratory time is sufficient for students to demonstrate understanding of basic food science principles. Further, students are exposed to more laboratory work in advanced classes.

5. Date of departmental approval: 5-4-16

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

DEPARTMENT OF JOURNALISM, COMMUNICATION AND THEATRE

CURRICULUM CHANGE

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

2.

Department(s)	Journalism, Communication and Theatre
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Cinema
Course Prefix & Number	FTS 209
Course Title	History of Cinema I
Description	The language of film, film study, film theory, and film techniques in relation to cinematic narrative from 1895-1940.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<p style="text-align: center;">___X___ Not Applicable ___ Required ___ English Composition ___ Mathematics ___ Science</p> <p style="text-align: center;">___ Flexible ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World</p>

3. **Rationale:**

This course focuses on the study of early film (silent era to sound) from an academic perspective. This course provides a historical and theoretical understanding and application of the vocabulary of cinema, visual language and cinematic technique for the Film and TV Studies major.

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

Student Learning Outcomes:

- Demonstrate a knowledge of film history
- Apply critical thinking skills in assessing the historical developments that bear upon film development.
- Read and interpret academic texts on film history and its development
- Discuss and evaluate films, film journals and film articles as reflections of history, culture, ethics, philosophy, aesthetics, and economics
- Analyze the dramatic structure of a film and place classic films as well as modern films in an intellectual, social, and technical context.
- Evaluate and articulate technology, special effects and production values as an essential component of cinematic art.
- Demonstrate research and bibliographic skills by completing written projects and written examinations

5. Date of Departmental Approval: December 16, 2015

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

Name of Program and Degree Award: Comparative Literature Minor
 Hegis Number: 1503.00
 Program Code: 33951
 Effective Term: Spring 2017

1. Type of Change: Change of required course for minor.

2. From:

Comparative Literature Minor
 Requirements for the Minor in Comparative Literature (12 Credits)

The minor in Comparative Literature allows a student to build an interdisciplinary concentration of courses focused on a specific historical period, literary genre, or geographical area.

Literature majors

Literature majors may use the minor to study works in a second language read in the original language or in translation, or to enrich their study of literature in their major by adding relevant courses from participating departments and programs, such as African and African American Studies, Anthropology, History, Philosophy, Theatre, or Women's Studies.

Literature majors are encouraged to take:

	Credits
ENG 306	3

Non-literature majors

Non-literature majors may use the minor as a way of studying literature, read in the original language or in translation, from both literary and interdisciplinary perspectives. Non-literature majors are encouraged to take

	Credits
IDW 211 Classics of the Western World: Ancient and Medieval	3
And	
IDW 212 Classics of the Western World II: Renaissance and Modern	3
Or	
ENG 347 Western Traditions--Narrative	3

And
ENG 348 Western Traditions--Drama 3

To satisfy requirements for the Comparative Literature minor

Students must complete four courses (12 credits) selected from the participating departments and programs two at the 200 level or above, and two at the 300 level or above. At least two of these courses (including one course above the 200 level) must be literature courses. The minor must include works from more than one national literature. Courses should be selected to allow concentration on a specific historical period, literary genre, or geographical area. One course may be from the student's major department, but the credits must be separate from credits counted for the major. Each student's plan of study must be approved by a Comparative Literature adviser.

3. To:

Comparative Literature Minor
Requirements for the Minor in Comparative Literature (12 Credits)

The minor in Comparative Literature allows a student to build an interdisciplinary concentration of courses focused on a specific historical period, literary genre, or geographical area.

Literature majors

Literature majors may use the minor to study works in a second language read in the original language or in translation, or to enrich their study of literature in their major by adding relevant courses from participating departments and programs, such as African and African American Studies, Anthropology, English, History, Languages and Literatures, Philosophy, Theatre, or Women's Studies.

Literature majors are encouraged to take:

	Credits
<u>ENG463</u>	<u>3</u>

Non-literature majors

Non-literature majors may use the minor as a way of studying literature, read in the original language or in translation, from both literary and interdisciplinary perspectives. Non-literature majors are encouraged to take

	Credits
IDW 211 Classics of the Western World: Ancient and Medieval	3
And	
IDW 212 Classics of the Western World II: Renaissance and Modern	3
Or	
ENG 347 Western Traditions--Narrative	3
And	
ENG 348 Western Traditions--Drama	3

To satisfy requirements for the Comparative Literature minor

Students must complete four courses (12 credits) selected from the participating departments and programs two at the 200 level or above, and two at the 300 level or above. At least two of these courses (including one course above the 200 level) must be literature courses. The minor must include works from more than one national literature. Courses should be selected to allow concentration on a specific historical period, literary genre, or geographical area. One course may be from the student's major department, but the credits must be separate from credits counted for the major. Each student's plan of study must be approved by a Comparative Literature adviser.

4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program): ENG 306 was withdrawn in June 2011. The current theory/criticism course in the English Department is ENG 463. Additional participating departments are added.

5. Date of departmental approval: May 2, 2016

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

DEPARTMENT OF PHYSICS AND ASTRONOMY

CURRICULUM CHANGE

1. Type of Change: Change in prerequisite and maximum allowed credits

2. From:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 489
Course Title	Honors Course
Description	Independent study or participation in a research project under faculty direction.
Pre/ Co Requisites	PREREQ: PHY 350 and Departmental permission.
Credits	One semester, 6 or 9 hours, 2 or 3 credits (maximum 6 credits).
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Physics and Astronomy
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Physics
Course Prefix & Number	PHY 489
Course Title	Honors Course
Description	Independent study or participation in a research project under faculty direction.
Pre/ Co Requisites	PREREQ: Departmental permission.
Credits	One semester, 6 or 9 hours, 2 or 3 credits (maximum <u>8</u> credits).
Hours	
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

PHY 489 is usually taken by physics majors in their junior and senior years who are engaged in research under faculty supervision. Most students take it for 2 credits. By increasing the total allowed credits from 6 to 8, students will be able to take the course a total of 4 times. This will enable students to start a research project in their junior year and continue working on it for two full years while receiving academic credit. This additional flexibility makes it more likely that research projects will be brought to a successful conclusion.

The prerequisites for the course have been updated to reflect the fact that, depending on the research project, PHY 350 is not really necessary to begin research.

5. **Date of departmental approval:** April 12, 2016

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

Name of Program and Degree Award: Sociology B.A.

Hegis Number: 2208.00

Program Code: 34034

Effective Term: Fall 2017

1. Type of Change: Honors Requirements

2. From: DEPARTMENTAL HONORS

Students who wish to qualify for Departmental Honors are required to ~~take either SOC 460: Honors Seminar or SOC 481: Advanced Tutorial in Sociology.~~

3. To: DEPARTMENTAL HONORS

Students who wish to qualify for Departmental Honors are required to complete one 400 level sociology course with a grade of A or A- and receive a positive recommendation from the Department.

4. Rationale: The Sociology Department's proposal to change the honors requirement reflects current efforts and plans to develop additional 400 level courses that provide students with authentic research in the classroom and other experiential learning.

5. Date of departmental approval: February 10, 2016