

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41

**Minutes of
The Lehman College Senate Meeting
Wednesday, May 4, 2022
Senate Meeting**

Senators Present: Aisemberg, G.; Amend, A.; Austin, L.; Babalola, V. B.; Banks, R.; Baraldi, C.; Barroso, G.; Bergmann, R. M.; Bettiol, R.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Cooper, W.; Delgado, F.; Dominquez, V.; Donkor, B. C.; Echevarria, T. M.; Ewing-Morgan, D.; Fakhouri, S.; Fera, J.; Finger, R.; Firpo, A. M.; Forde, A.; Fulakeza, S.; Guerrero-Berroa, E.; Harrison, E.; Hattori, T.; Holtzman, B.; Hood, J.; Hurley, D.; Hyman, D.; Kalb A. B.; Khatun, T.; Kim, H.; Kolya, S.; Loscocco, P.; Machado, E.; Mahon, J.; Markens, S.; Martinez, L.; McKenna, C.; Mills, P.; Moalem, L.; Moin, J.; Murphy, B.; Neumayer, C.; Nevers, N. N.; Neira, I. M.; Nwosu, P.; O’Boy, D.; Ohmer, S.; Ongley, J.; Parmar, R.; Pitts, W.; Price, J. K.; Prince, P.; Prohaska, V.; Rice, A.; Ridley, T. H.; Rosario, Y.; Rotolo, R.; Sisselman, A.; Smith, S.; Sofianos, E.; Soto, J. J.; Stewart, B. T.; Thompson, A.; Vann, M.; Vitiello, S.; Waring, E.; Wills-Jackson, C.; Wright, J.; Zhao, L.; Saforo, E.; Schlesinger, K.; Yavuz, D.

Senators Absent: Akinkuolie-Ibidapo, O. O.; Di Raimo, S.; Farrell, R.; Ford, G.; Gerry, C.; Goring, S.; Jones, S. R.; Joshua, R.; Kim, C.; Kouadio, P.; MacKillop, J.; Mazza, C.; Nasher, S. N.; O’Neil, C.; Opoku, O.; Ramirez, M.; Rivas, T.; Schwittek, D.; Serrano, E. D. M.; Staton, G.; Stein Smith, S.; Vasquez Santana, S.

The meeting was called to order by President Fernando Delgado at 3:37 p.m.

1. Approval of the Minutes

The minutes of the April 13, 2022 Senate meeting was approved by unanimous vote with the following change: to amend the word “Making,” on line 83, to “Proposing.”

2. Announcements and Communications

a. Report of the President—

President Fernando Delgado communicated that there were neither updates from CUNY on the allocation of funds to be received by the College, nor updates from the City and State on CUNY’s capital and discretionary budget requests. However, President Delgado shared the expectation that, as the College awaits information, the outcomes overall would be positive.

President Delgado announced the retirement of Information Technology and Chief Information Officer, VP Ronald Bergmann. He congratulated VP Bergmann on his new journey and wished him well. President Delgado also welcomed the AVP for Information

42 Technology, Ms. Ediltrudys Ruiz, as the knowledgeable and competent leader who would
43 act as the substitute VP for the IT division. President Delgado congratulated AVP Ruiz and
44 expressed that she would be a wonderful addition to the Cabinet.

45
46 **b. Student Legislative Assembly—**

47 Ms. Blessing Babalola made several announcements. She announced the conclusion of the
48 annual elections for the Student Government Association (SGA). Ms. Babalola also named
49 the new SGA President, Mr. John Soto, and the reelection of the SGA Vice President, herself,
50 Ms. Blessing Babalola. In addition, Ms. Babalola gave special recognition to the former SGA
51 president, Emile Zunon, who would be studying at Harvard University next year.

52
53 Ms. Babalola announced that SGA would be offering several stress-relief events for finals
54 week, including free food, therapy dogs, and massages. She urged all interested students to
55 visit <https://clubs.lehman.edu> for additional information.

56
57 Ms. Babalola informed that SGA had received a number of inquiries regarding
58 commencement. She asked all to direct students to the commencement page on the Lehman
59 College website.

60
61 **3. REPORTS OF STANDING COMMITTEES—**

62 **1. Graduate Studies**

63 Professor Janet DeSimone presented proposals for curriculum changes in the Department of
64 Mathematics and the Department of Counseling, Leadership, Literacy, and Special Education.
65 There were no questions or comments. Professor Fera moved to a vote. All proposals were
66 approved by unanimous vote.

67
68 See Attachment I

69
70 **2. Governance Committee**

71 Professor Joseph Fera presented the slate of faculty members nominated to serve on the
72 College Senate Standing Committees. He explained that the Governance Committee, in
73 preparation of the slate, sought to ensure balanced representation across the schools on each

74 of the committees. He also noted that the slate did not include the Governance Committee for
75 the following reasons: (1) the Governance Committee is the only committee in which all
76 members must be Senators and (2) as the selection of Senators is contingent on the College
77 departments elections process, Senators for the Governance Committee would not be elected
78 until the first College Senate meeting of the year. Prof. Fera opened the floor to discussion
79 and additional nominations. There were no questions or comments. There were no additional
80 nominations. The presented slate was approved by unanimous vote.

81
82 Professor Fera presented the following proposal—an amendment to the Lehman College
83 Senate Bylaws—for approval by the College Senate: the establishment of the Committee on
84 Assessment as a College Senate Standing Committee. There were no questions or comments.
85 The amendment was approved by unanimous vote.

86
87 Professor Fera presented the following proposal—an amendment to the Lehman College
88 Senate Bylaws—for approval by the College Senate: the establishment of the Committee on
89 Equity, Inclusion, Accessibility, and Anti-Racism as a College Senate Standing Committee.
90 There were no questions or comments. The amendment was approved by unanimous vote.

91
92 Professor Fera informed that, next week, faculty and staff would receive nomination
93 solicitations to fill empty seats on the Committee on Assessment as well as on the Committee
94 on Equity, Inclusion, Accessibility, and Anti-Racism. He also informed that, at their next
95 meeting, the Governance Committee would prepare a slate of candidates to serve on each of
96 the new committees, and that the slate would be brought to the College Senate at the first
97 meeting of the next academic year.

98
99 See Attachment II

100
101 The next meeting was scheduled for Wednesday, May 25, 2022 at 1:30 p.m. via Zoom.

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

103 Professor Sandra Campeau presented the list of undergraduate and graduate students to be
104 approved for graduation. There were no questions or comments. Professor Fera moved to a
105 vote. The list was unanimously approved.

106
107 Professor Campeanu presented the following for approval by the College Senate:
108 recommendations to the Lehman College Pass/Fail policy. There were some questions
109 regarding the purpose and benefits of the policy, for which Prof. Campeanu provided an
110 explanation, reiterating that the policy would help ease the burden of grades on students, so
111 that they may focus on the college experience. There were no additional questions or
112 comments. Professor Fera moved to a vote. The policy was unanimously approved with 1
113 “no” vote and 2 abstentions.

114

115 See Attachment III

116

117 **4. Undergraduate Curriculum**

118 Professor Lynn Rosenberg presented proposals for curriculum changes in the following
119 Departments: Anthropology, Chemistry, Early Childhood and Childhood Education,
120 Economics and Business, English, Health Sciences, Mathematics, Sociology, and Speech-
121 Language-Hearing Sciences. She also presented a proposal from the Biological Sciences
122 department and withdrew the following two requirements: the Biology B.S. Degree
123 Requirements and the Bio 251 New Course. There were no questions or comments. Professor
124 Fera moved to a vote on all presented proposals, minus the withdrawn items from the Biology
125 Department. All presented proposals were approved by unanimous vote.

126

127 Prof. Rosenberg mentioned informational items for experimental courses in Biology and
128 Business Administration.

129

130 See Attachment IV

131

132 **5. Academic Freedom:**

133 There was no report.

134

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

136 Mr. Steven Castellano brought announcements from the Library, Division of Information
137 Technology, Online Education, and concerning Blackboard.

138
139 Mr. Castellano gave a special thanks to VP Ronald Bergmann and expressed that it was a
140 pleasure to work under his leadership.

141
142 See Attachment V

143
144 The next meeting was scheduled for Wednesday, May 25, 2022 at 11:00 a.m. via Zoom.

145
146 **7. Campus Life and Facilities**

147 Professor Jennifer Collett briefed on the following updates: the random testing program,
148 campus construction and upgrades, and food services. She also announced Professor John
149 Ongley as the new chair of Campus Life and Facilities for the next academic year.

150
151 See Attachment VI

152
153
154 **8. Budget and Long-Range Planning**

155 Professor Haiping Cheng reported on the April 27, 2022 meeting of the Joint Committee of
156 Senate and FP&B Budget and Long Range Planning.

157
158 See Attachment VII

159
160 **9. University Faculty Senate Report**

161 There was no report.

162
163 The next Plenary Session was scheduled for Tuesday, May 10, 2022 at 6:30 p.m.

164
165 **4. Report of Ad Hoc Committee**

166 **a. Report of the Academic Assessment Council—**

167 Mr. Donald Sutherland, the Assessment and Institutional Effectiveness Manager of the
168 Education & Assessment Division, reported on the activities of the Academic Assessment
169 Council.

170

171 See Attachment VIII

172

173 The next meeting was scheduled for Thursday, May 5, 2022 at 2:00 p.m. via Zoom.

174

175 **Old Business**----MHSE Certificates in Secondary French and Italian Education.

176

177 There was no report. Professor Joseph Fera explained that, for the committee responsible—that is
178 the Undergraduate Curriculum Committee—conversations on the MHSE Certificates in Secondary
179 French and Italian Education were still ongoing.

180

181 President Fernando Delgado gave a special thanks to Professor Joseph Fera, commending him for
182 all his hard work throughout the semester; President Delgado also thanked the Information
183 Technology team for their support; and he thanked faculty, staff, and students for their participation
184 and for coming together in the effort of shared governance.

185

186 **New Business**----None.

187

188 **ADJOURNMENT**

189 President Fernando Delgado adjourned the meeting at 5:01 p.m.

190

191 Respectfully submitted:

192

193 Cynthia Cessant

194

Senate Meeting – May 4, 2022
Proposed Graduate Studies Report

On behalf of the Graduate Studies Committee, I would like to put forth proposals from the following departments:

Department of Mathematics

- New courses: MAT 644 and 744

Department of Counseling, Leadership, Literacy and Special Education

- Change to program description; admission and graduation requirements; and addition of distance education format: MEd, Educational Leadership (School Building Leader)
- Change to program description; admission and graduation requirements; and addition of distance education format: Advanced Certificate, Educational Leadership (School District Leader)
- Change to program description and admission requirements: MS, Organizational Leadership

Does anyone have any questions and/or comments? All those in favor say I. Anyone opposed? Any abstentions?

Our next meeting will be in fall 2022.

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Educational Leadership - School Building Leader, M.S.Ed.,

Hegis Number: 0828

Program Code: 31470

Effective Term: Fall 2023

1. Type of Change: Change to program description and graduation requirements; addition of distance education format

2. From:

Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits)

M.S.Ed. Program in Educational Leadership (School Building Leader)

Overview

The purpose of the M.S.Ed. Program in Educational Leadership is to prepare candidates for positions as School Building Leaders (SBL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The M.S.Ed. Program in Educational Leadership is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

~~The following is a listing, by semester, of the courses that comprise the M.S.Ed. Program in Educational Leadership. The M.S.Ed. program can be completed in approximately 5 semesters.~~

Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
EDL 703 Collaborative and Community-Based Leadership	3

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.*

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student, and a third letter must be from someone who can best evaluate the candidate's character and work ethic;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;

2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and ~~submit proof~~ that all New York State Education-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

To:

Educational Leadership, Master of Science in Education (M.S.Ed.) Program (30 Credits) (Campus or Online Options)

M.S.Ed. Program in Educational Leadership (School Building Leader)

Overview

The purpose of the M.S.Ed. Program in Educational Leadership is to prepare candidates for positions as School Building Leaders (SBL), with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for SBL. The program unites both the development of schools and the development of educational leaders by preparing individuals who can be catalysts for school change and improved student performance.

The program prepares students for positions of leadership (e.g., principals, assistant principals, department chairs, etc.) in urban schools with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SBL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The M.S.Ed. Program in Educational Leadership is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the M.S.Ed. program can be completed in approximately 5 semesters.

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

	Credits
EDL 701 The Principal as a School Building Leader	3
EDL 703 Collaborative and Community-Based Leadership	3

Semester II (spring): (6 credits)

	Credits
EDL 702 Ethics in School Leadership	3
EDL 704 Instructional and Curriculum Leadership	3

Semester III (summer): (6 credits)

	Credits
EDL 706 Legal and Economic Issues and the Administration of Schools	3
EDL 708 Research, Assessment, and Data-Driven Decision Making	3

Semester IV (fall): (6 credits)

	Credits
EDL 707 Creating Effective and Supportive Learning Environments for All Students	3
EDL 711 The Leadership Experience II-Building Level	3

Semester V (spring): (6 credits)

	Credits
EDL 709 Case Studies in School Building Leadership	3
EDL 710 The Leadership Experience I-Building Level	3

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.*

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)**Semester I (fall): (6 credits)**

	<u>Credits</u>
EDL 701 <u>The Principal as a School Building Leader</u>	<u>3</u>
EDL 703 <u>Collaborative and Community-Based Leadership</u>	<u>3</u>

Semester II (spring): (6 credits)

	<u>Credits</u>
EDL 702 <u>Ethics in School Leadership</u>	<u>3</u>
EDL 704 <u>Instructional and Curriculum Leadership</u>	<u>3</u>

Semester III (summer): (6 credits)

	<u>Credits</u>
EDL 706 <u>Legal and Economic Issues and the Administration of Schools</u>	<u>3</u>
EDL 708 <u>Research, Assessment, and Data-Driven Decision Making</u>	<u>3</u>

Semester IV (fall): (6 credits)

	<u>Credits</u>
EDL 707 <u>Creating Effective and Supportive Learning Environments for All Students</u>	<u>3</u>
EDL 711 <u>The Leadership Experience II-Building Level</u>	<u>3</u>

Semester V (spring): (6 credits)

	<u>Credits</u>
<u>EDL 709 Case Studies in School Building Leadership</u>	<u>3</u>
<u>EDL 710 The Leadership Experience I-Building Level</u>	<u>3</u>

Notes:

- Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to the internship courses.

M.S.Ed. Program in Educational Leadership Admission Requirements

Note: Students admitted every fall semester.

1. A baccalaureate degree in a related field (e.g., teaching, school counseling, etc.) from an accredited college or university;
2. A minimum 3.0 (B) Grade Point Average from a completed undergraduate degree program;
3. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, school social work, or the equivalent;
4. A minimum of three years of successful P-12 teaching and/or school counseling, school psychology, speech-language pathology or school social work experience;
5. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a P-12 principal, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student, and a third letter must be from someone who can best evaluate the candidate's character and work ethic;
6. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
7. A 1,000-word essay that discusses the following: a) reasons for wanting to pursue a degree and certification as a school building leader; b) candidate's philosophy on excellence in urban educational leadership, including the specific characteristics that contribute to effective leadership; and c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges.
8. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

M.S.Ed. Program in Educational Leadership Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
2. 24 credits in Educational Leadership courses with a minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the P-12 Internship Site Supervisor, and permission of the Program Coordinator are

required prior to placement in EDL 710 (The Leadership Experience I) and EDL 711 (The Leadership Experience II); and

3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based projects.

M.S.Ed. Program in Educational Leadership Graduation Requirements

1. Completion of 30 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B);
3. Successful completion of 400 internship hours.

Notes:

- In order to receive institutional recommendation by Lehman College for New York State certification in SBL, students must complete all program requirements and confirm that all New York State Education-mandated workshops have been completed.
- Candidates who apply for initial certification in School Building Leader on or after May 1, 2014, will be required to take the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Candidates who applied for certification on or before April 30, 2014, but did not meet all the requirements for an initial certificate on or before April 30, 2014, will also be required to pass the Revised School Building Leader Assessment (SBL) and Educating All Students Test (EAS). Please visit the New York State Teacher Certification Examinations website for most updated information about the new tests at <https://www.nystce.nesinc.com/>.

4. Rationale:

- The EDL program is updating the language in the program description to be in greater alignment with the Lehman Urban Transformative Education (LUTE), which is the School of Education's framework for all programs. Further, explicitly addressing the program focus on social justice and racial equity is also in alignment with the National Educational Leadership Preparation (NELP) standards, under which the program is nationally accredited.
- The change to the graduation requirement brings our language into alignment with NYSED policy, which only requires that students provide proof of completion of all mandated workshops to NYSED, not Lehman College.
- The online EDL/SBL provides greater flexibility for our candidates who hold full-time positions, as leaders, teacher, counselors, etc., in Pre-K-12 schools. Our EDL/SBL online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. The curriculum for Lehman College's Online 30-credit MEd in Educational Leadership/School Building Leader (EDL/SBL) does not differ from the on-campus program. The same course descriptions, credit and hour requirements, learning objectives, prerequisites, and any other curricular requirements apply to our online EDL/SBL program to ensure that this online program meets the same rigorous academic

standards as our on-campus one. The mode of delivery differs, with the new delivery format being mainly asynchronous (with select fieldwork seminars being synchronous).

5. Date of departmental approval: March 2, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Educational Leadership/District Leader Extension Program

Hegis Number: 0827

Program Code: 33268

Effective Term: Fall 2023

1. Type of Change: Change to program description, admissions requirements and graduation requirements; addition of distance education format

2. From:

Advanced Educational Leadership/District Leader Extension Program (12-15 credits)

Advanced Educational Leadership/District Leader Extension Program Overview

The purpose of the Advanced Educational Leadership/District Leader Extension Program is to prepare candidates for positions as School District Leaders (SDL), with an emphasis on urban leadership, and to fulfill the New York State licensure requirements for SDL. The programs unite both the development of schools/districts and the development of educational leaders by preparing individuals who can be catalysts for school/district change and improved student performance.

The program prepares students for positions of leadership (e.g., superintendents, assistant superintendents, directors, etc.) in urban districts with diverse populations. The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school, district and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school/district-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Advanced Educational Leadership/District Leader Extension Program is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in

part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

~~The following is a listing, by semester, of the courses that comprise the Advanced Educational Leadership/District Leader Extension Program. The Advanced Certificate can be completed in approximately 2-3 semesters.~~

Semester I (fall): (6 credits)

EDL 712	Leading an Effective School District	3
EDL 716	Educational Governance, Policy, and Law	3

Semester II (spring): (6 credits)

EDL 717	Finance, Operations, and Human Resource Management	3
EDL 721	The Leadership Experience-District Extension	3 (May be repeated for a maximum of 6 credits).

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.*
- *Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again, in Summer I.*

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career

- objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)
2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
 3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
 4. New York State initial or professional certification as a School Building Leader or the equivalent;
 5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
 6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, speech-language pathologist or social worker;
 7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, ~~and at least one~~ must be from a faculty member from prior studies who can best evaluate the candidate's potential for success as a graduate student;
 8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
 9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
 10. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;
2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and

3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of *12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of *200-400 internship hours.

Note:

Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.)

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

3. To:

Advanced Educational Leadership/District Leader Extension Program (12-15 credits) (Campus or Online Options)

Advanced Educational Leadership/District Leader Extension Program Overview

The purpose of the Advanced Educational Leadership/District Leader Extension Program is to prepare candidates for positions as School District Leaders (SDL), with an emphasis on social justice and racial equity in urban leadership, and to fulfill the New York State licensure requirements for SDL. The programs unite both the development of schools/districts and the development of educational leaders by preparing individuals who can be catalysts for school/district change and improved student performance.

The program prepares students for positions of leadership (e.g., superintendents, assistant superintendents, directors, etc.) in urban districts with diverse populations.

The curriculum is aligned with the New York State content-area requirements for programs preparing educational leaders, leading to certification as an SDL. The pedagogical content of the courses integrates practice with theory. Extensive field-based experiences, in collaboration with school, district and community agencies, are a central component throughout this program. Candidates develop their skills and capacities as leaders through both on-campus and school/district-based experiences with current educational leaders, teachers, counselors, other educational staff, parents, and students. The courses emphasize critical thinking, reflection, and problem solving.

The Advanced Educational Leadership/District Leader Extension Program is committed to preparing candidates who demonstrate the nine essential characteristics of effective leaders, promoted by the New York State Education Department, and are based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring, and qualified educators.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the Advanced Certificate Extension program can be completed in approximately 2-3 semesters.

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (6 credits)

EDL 712	Leading an Effective School District	3
EDL 716	Educational Governance, Policy, and Law	3

Semester II (spring): (6 credits)

EDL 717	Finance, Operations, and Human Resource Management	3
EDL 721	The Leadership Experience-District Extension	3 (May be repeated for a maximum of 6 credits).

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.*
- *Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again.*

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)

Semester I (fall): (6 credits)

<u>EDL 712</u>	<u>Leading an Effective School District</u>	<u>3</u>
<u>EDL 716</u>	<u>Educational Governance, Policy, and Law</u>	<u>3</u>

Semester II (spring): (6 credits)

<u>EDL 717</u>	<u>Finance, Operations, and Human Resource Management</u>	<u>3</u>
<u>EDL 721</u>	<u>The Leadership Experience-District Extension</u>	<u>3 (May be repeated for a maximum of 6 credits).</u>

Notes:

- *Most courses require that students participate in six hours of leadership experiences in schools and/or districts, over the course of the semester, in addition to EDL 721.*
- *Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to register for EDL 721, again.*

Admission Requirements for the Advanced Educational Leadership/District Leader Extension Program (leading to SDL certification):

1. A master's degree in educational leadership from an accredited college or university (applicants may be required to take additional leadership courses

pending transcript evaluation). (Applicants who possess a master's degree in a related field (e.g., teaching, school counseling, etc.) may be considered, depending on their current or prior leadership experience, as well as their career objectives. Such individuals may be required to take additional leadership courses pending transcript evaluation.)

2. A minimum of 48 graduate credits (applicants may be required to take additional credits to meet minimum credit requirement);
3. A minimum 3.0 (B) grade point average from a completed graduate degree program;
4. New York State initial or professional certification as a School Building Leader or the equivalent;
5. New York State permanent or professional certification in classroom teaching, school counseling, school psychology, or school social work or the equivalent;
6. A minimum of three years of successful N-12 experience as a leader, teacher, counselor, psychologist, speech-language pathologist or social worker;
7. Three letters of recommendation: at least one must be from a current or former school site supervisor who can best evaluate the candidate's potential as a district leader, a second letter must be from either a faculty member from prior studies or a supervisor who can best evaluate the candidate's potential for success as a graduate student, and a third letter must be from someone who can best evaluate the candidate's character and work ethic;
8. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships, and service; and
9. A 1000-word essay that discusses the following: a) reasons for wanting to pursue a certification as a school district leader; b) candidate's philosophy on outstanding urban educational leadership, including the specific characteristics that contribute to effective leadership; c) current assessment of the state of educational leadership in urban schools, including what appears to be the greatest challenges and suggestions for overcoming these challenges; and d) brief analysis of a current educational policy, discussing its pros/cons and its impact on urban districts.
10. *Candidates who satisfy the preliminary admissions requirements will be invited to a group interview.*

Advanced Educational Leadership/District Leader Extension Program Continuation Requirements

1. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 6 credits;

2. A minimum 3.0 Grade Point Average, a completed internship supervision agreement signed by the region/district internship site supervisor, and permission of the Program Coordinator are required prior to placement in EDL 721 (The Leadership Experience/District Extension); and
3. Demonstrated evidence of ethics, as well as instructional leadership, organizational, administrative, and collaborative skills, through school-based and region/district-based projects.

Advanced Educational Leadership/District Leader Extension Program Graduation Requirements

1. Completion of *12-15 approved graduate credits of study in educational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of *200-400 internship hours.
4. Students must confirm that all New York State Education-mandated workshops have been completed.
5. Students must take and pass the Educating All Students (EAS) exam.

Note:

Students who have not completed any leadership internship courses at Lehman College will be required to complete 400 hours (6 credits) of district-level leadership experiences. Therefore, these students will be required to graduate with 15 credits and 400 internship hours.)

The New York State Education Department has made passing the New York State Education Leadership Assessment in SDL a condition of program completion (for SDL programs only as per State regulations). A student enrolled in the Advanced Educational Leadership/District Leader Extension Program leading to SDL certification who does not pass the SDL assessment can enter what the State has termed a "companion program," whereby the student can still receive the Advanced Certificate but will not be eligible for SDL certification at that time. The companion program has the same admission requirements, curriculum, and graduation requirements; however, students who do not pass the SDL assessment will not receive New York State SDL certification.

4. Rationale:

- The EDL program is updating the language in the program description to be in greater alignment with the Lehman Urban Transformative Education (LUTE), which is the School of Education's framework for all programs. Further, explicitly addressing the program focus on social justice and racial equity is also in alignment with the National Educational Leadership Preparation (NELP) standards.

- The change to the graduation requirement brings our language into alignment with NYSED policy.
- The change to the required letters of recommendation allows our adult applicants who do not have readily available access to faculty from prior studies to find suitable letters of reference. Further, the changes outline what the admissions committee is looking for in the reference letters.
- The online Advanced Educational Leadership/District Leader Extension Program (EDL/SDL) provides greater flexibility for our candidates who hold full-time positions, as leaders, teachers, counselors, etc., in Pre-K-12 schools. Our EDL/SDL online candidates are expected to adhere to the same academic standards and requirements as our campus-based candidates. The curriculum for Lehman College's Online 12-15 credit Advanced Educational Leadership/District Leader Extension Program does not differ from the on-campus program. The same course descriptions, credit and hour requirements, learning objectives, pre-requisites, and any other curricular requirements apply to our online EDL/SDL program to ensure that this online program meets the same rigorous academic standards as our on-campus one. The mode of delivery differs, with the new delivery format being mainly asynchronous (with select fieldwork seminars being synchronous).

5. Date of departmental approval: March 2, 2022

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

**DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY
AND SPECIAL EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Organizational Leadership, M.S.

Hegis Number: 2299

Program Code: 38541

Effective Term: Spring 2023

1. Type of Change: Change to program description and admissions requirements

2. From:

**Organizational Leadership, Non-Certification Master of Science Program (MSOL)
(30 Credits)**

MSOL Program Overview

The MSOL program prepares candidates to assume leadership positions within a variety of fields, such as higher education, not-for-profit, community-based agencies, corporate, healthcare and government, and is not focused on Pre-K-12 leadership.

The courses emphasize self assessment and reflection, critical thinking, decision making and problem solving, with extensive field-based experiences as a central component. The MSOL program provides knowledge of leadership roles and emphasizes interpersonal skills in order to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program offers practical tools to students, which immediately can be applicable in their respective places of work, and cultivates graduates who are knowledgeable and flexible to embrace a variety of leadership roles, communicate effectively, motivate staff, align individuals in cooperative efforts to meet organizational goals and lead across the ever-evolving diversity landscape of the 21st century. The MSOL program is based, in part, on the School of Education's Lehman Urban Transformative Education conceptual framework, whose mission is to facilitate the development of competent, caring and qualified leaders.

~~The following is a listing, by semester, of the courses that comprise the MSOL program, which can be completed in approximately one full year (12 months).~~

Semester I (fall): (9 credits)

Credits

EDL 801 Holistic Leadership	4
EDL 802 Ethical Leadership	4
EDL 808 Leadership Seminar I: Needs Assessment	1

Semester II (winter): (3 credits)

	Credits
EDL 803 Communication and Team Work	3

Semester III (spring): (9 credits)

	Credits
EDL 804 Leading for Strategic Change	4
EDL 805 Program Development and Evaluation	4
EDL 809 Leadership Seminar II: Literature/Research	1

Semester IV (summer): (9 credits)

	Credits
EDL 806 Managing Financial Resources	4
EDL 807 Leveraging Human Capital	4
EDL 810 Leadership Seminar III: Implementation Plan	1

Notes:

- Registration for all courses requires program approval (coordinator or advisor).
- Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.

MSOL Program Admission Requirements

Note: Students admitted fall semester.

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
3. Currently working;
4. Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from a faculty member from prior studies who can best evaluate the applicant's potential for success as a graduate student;

5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

MSOL Program Continuation Requirements

1. Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester;
2. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
3. Minimum 3.0 grade point average in all coursework;
4. Demonstrated evidence of ethics, as well as organizational, administrative, and collaborative skills, through group-based projects; and
5. Satisfactory progress on action research project.

MSOL Program Graduation Requirements

1. Completion of 30 approved graduate credits of study in organizational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of action research project.

3. To:

Organizational Leadership, Non-Certification Master of Science Program (MSOL) (30 Credits) (Campus or Online Options)

MSOL Program Overview

The MSOL program prepares candidates to assume leadership positions within a variety of fields, such as higher education, not-for-profit, community-based agencies, corporate, healthcare and government, and is not focused on Pre-K-12 leadership.

The courses emphasize self assessment and reflection, critical thinking, decision making and problem solving, with extensive field-based experiences as a central component. The MSOL program provides knowledge of leadership roles and emphasizes interpersonal skills in order to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program offers practical tools to students, which immediately can be applicable in their respective places of work, and cultivates graduates who are knowledgeable and flexible to embrace a variety of leadership roles, communicate effectively, motivate staff, align individuals in cooperative efforts to meet organizational goals and lead across the ever-evolving diversity landscape of the 21st century. The MSOL program is based, in part, on the School of Education's Lehman Urban Transformative Education conceptual

framework, whose mission is to facilitate the development of competent, caring and qualified leaders.

Students wishing to do so may complete the degree program entirely online. Please see Options One and Two listed below. The fully online option provides greater flexibility for candidates while maintaining the same rigorous academic standards as our hybrid/campus-based program. Both options of the MSOL program can be completed in approximately one full year (12 months).

OPTION ONE: Hybrid/Campus Program

Semester I (fall): (9 credits)

	Credits
EDL 801 Holistic Leadership	4
EDL 802 Ethical Leadership	4
EDL 808 Leadership Seminar I: Needs Assessment	1

Semester II (winter): (3 credits)

	Credits
EDL 803 Communication and Team Work	3

Semester III (spring): (9 credits)

	Credits
EDL 804 Leading for Strategic Change	4
EDL 805 Program Development and Evaluation	4
EDL 809 Leadership Seminar II: Literature/Research	1

Semester IV (summer): (9 credits)

	Credits
EDL 806 Managing Financial Resources	4
EDL 807 Leveraging Human Capital	4
EDL 810 Leadership Seminar III: Implementation Plan	1

Notes:

- Registration for all courses requires program approval (coordinator or advisor).

- Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.

OPTION TWO: Online Program (Courses offered as asynchronous or synchronous via video instruction.)

Semester I (fall): (9 credits)

	<u>Credits</u>
<u>EDL 801 Holistic Leadership</u>	<u>4</u>
<u>EDL 802 Ethical Leadership</u>	<u>4</u>
<u>EDL 808 Leadership Seminar I: Needs Assessment</u>	<u>1</u>

Semester II (winter): (3 credits)

	<u>Credits</u>
<u>EDL 803 Communication and Team Work</u>	<u>3</u>

Semester III (spring): (9 credits)

	<u>Credits</u>
<u>EDL 804 Leading for Strategic Change</u>	<u>4</u>
<u>EDL 805 Program Development and Evaluation</u>	<u>4</u>
<u>EDL 809 Leadership Seminar II: Literature/Research</u>	<u>1</u>

Semester IV (summer): (9 credits)

	<u>Credits</u>
<u>EDL 806 Managing Financial Resources</u>	<u>4</u>
<u>EDL 807 Leveraging Human Capital</u>	<u>4</u>
<u>EDL 810 Leadership Seminar III: Implementation Plan</u>	<u>1</u>

Notes:

- Registration for all courses requires program approval (coordinator or advisor).
- Most courses require that students participate in 10-15 hours of fieldwork over the course of the semester.

MSOL Program Admission Requirements

Note: Students admitted fall semester.

1. A baccalaureate degree from an accredited college or university.
2. A minimum 3.0 (B) grade point average from a completed undergraduate degree program;
3. Currently working or holding a substantial leadership role in a community or service-related organization;
4. Two letters of recommendation: one must be from a current supervisor at the applicant's place of employment who can best evaluate the applicant's leadership potential; and one must be from either a faculty member from prior studies or a supervisor who can evaluate the applicant's potential for success as a graduate student and work ethic;
5. A current resume detailing all past professional employment and any community or professional organization leadership positions, memberships and service;
6. A 500-word essay that discusses: a) why the applicant believes the Lehman MSOL is the right program for him/her; b) a description of his/her current (or most recent) role at work; c) a description of some of the challenges faced at work; and
7. Applicants who satisfy the preliminary admissions requirements will be invited to a group interview with the MSOL program coordinator.

MSOL Program Continuation Requirements

1. Meet with Program Coordinator to plan courses and receive course approvals prior to or during registration each semester;
2. If conditions were placed on initial matriculation, all conditions must be met by the completion of the first 12 credits;
3. Minimum 3.0 grade point average in all coursework;
4. Demonstrated evidence of ethics, as well as organizational, administrative, and collaborative skills, through group-based projects; and
5. Satisfactory progress on action research project.

MSOL Program Graduation Requirements

1. Completion of 30 approved graduate credits of study in organizational leadership;
2. A minimum Grade Point Average of 3.0 (B); and
3. Successful completion of action research project.

4. Rationale:

- The change to the required letters of recommendation allows our adult applicants who do not have readily available access to faculty from prior studies to find suitable letters of reference. Further, the changes outline what the admissions committee is looking for in the reference letters.
- The MSOL is offered in a fully online format, as well. The addition of these lines make this clearer for potential applicants.

5. Date of departmental approval: March 2, 2022

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

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

2.

Department(s)	Mathematics
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	Mathematics
Course Prefix & Number	MAT 644
Course Title	Linear and Semidefinite Programming
Description	Systems of linear inequalities, linear matrix inequalities, semidefinite programming. Convex sets in Euclidean n-space, spectrahedra, and spectrahedral shadows. Technology will be used to solve optimization problems.
Pre/ Co Requisites	A course in linear algebra.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

--	--

3. **Rationale:** The Math Department is expanding its applied course offerings to provide students with a better understanding of what foundational courses in Pure Mathematics (such as linear algebra) can be used for. This new course offering provides graduate students with an opportunity to apply theoretical math content while also exploring foundational ideas in linear and semidefinite programming. Additionally, the course incorporates modern techniques from convex algebraic geometry and includes technology to assist students in solving applied problems in optimization.

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

1. Classify simple convex semialgebraic sets in Euclidean space into polyhedra, spectrahedra, and spectrahedral shadows
2. Model applied optimization problems using linear and semidefinite programs
3. Solve linear and semidefinite programs using interior point methods (with the aid of a computer when the complexity of the problem requires it)

5. **Date of Departmental Approval:** March 3, 2022

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

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

2.

Department(s)	Mathematics
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	Mathematics
Course Prefix & Number	MAT 744
Course Title	Geometric Design and Optimization
Description	Applications of linear programming and semidefinite programming. Use of computer software to design, prototype, print, and test 3D models.
Pre/ Co Requisites	MAT 644
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Math Department wishes to incorporate 3D printing technology and experiential learning to enhance instruction, following ample pedagogical evidence of the benefits of these techniques. Visualization and spatial reasoning contribute fundamentally to the learning process, especially in Mathematics. Working in groups on specific geometric design and optimization problems, students will learn how to combine their mathematical knowledge of optimization techniques and computer programming skills to solve simple versions of real-world manufacturing problems. Finally, experience with 3D printing is an increasingly desirable skill for job applicants in several industries.

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

1. Solve basic problems of geometric optimization and design using mathematical tools from Convex Algebraic Geometry and computer software
2. Manufacture simple 3D models using fused filament fabrication 3D printers
3. Solve simple real-life optimization and manufacturing problems with 3D printing
4. Test printed 3D models to develop improved versions closer to optimal solutions
5. Complete projects in small groups to better understand and appreciate course content.

5. **Date of Departmental Approval:** March 3, 2022

GOVERNANCE COMMITTEE
Senate Report
May 4, 2022

1. Standing Committee Faculty Elections
 - a. Review Process
 - i. Nominations Solicited: March 1st – 15th
 - ii. Governance Reviewed Nominations and Created Uncontested Slate
 - iii. Slate Brought To Senate For A Vote
 - b. Governance Considers Nominations, Representation, Etc.
 - c. All Nominees Contacted In Advance About Willingness To Serve
 - d. Additional Nominations?
 - e. If Not, Move To A Vote

2. Committee On Assessment
 - a. Originated From Middle States Review
 - b. Discussed By Many Stakeholders For 2+ Years
 - c. Brought To April Senate Meeting For Feedback
 - d. Further Discussion?
 - e. Vote: Motion To Amend Bylaws To Add Committee

3. Committee on Equity, Inclusion, Accessibility, and Antiracism
 - a. Brought To Governance; Student Driven
 - b. Discussed In Committee and Brought To April Senate Meeting For Feedback
 - c. Further Discussion?
 - d. Vote: Motion To Amend Bylaws To Add Committee

4. Next Governance Committee Meeting: May 25th, 1:30pm (Zoom)

Nominations To Fill Faculty Vacancies On Standing Senate Committees

For Two Year Terms Unless Otherwise Indicated

Faculty Serving to June 2023

Academic Freedom

Diane Auslander, HIS
Duran A. Fiack, POL
Kevin Johnson (MAT)

Admissions, Evaluations, Academic Standards

~~Sheila Blachman, CLLSE~~
Andrei Jitianu, CHE
~~Abigail Mellen, HIS~~

Budget and Long Range Planning

Rick DesRochers, MMTD
Theresa Lundy, NUR
Ruth Wangerin, ANT

Library, Technology and Telecommunications

Sherry Deckman, MHSE
Donna McGregor, CHE
Joseph J. Mohorcich, POL

Campus Life and Facilities

Carole Baraldi, NUR
Christine Neumayer, SLHS
John Ongley, PHI

Undergraduate Curriculum

Yuri Gorokhovich, EEGS
Julie Maybee, PHI
Lynn Rosenberg, SLHS

Nominees

David Manier (PSY)
Mohan Vinjamuri (SWK)

Sandra Campeanu (PSY)
Benjamin Holtzman (HIS)
Brenda Hernandez-Acevedo (NUR)

Replacement 1-Year Terms

Tanja Haxhoviq (MAT)
Monica Duncan (MMTD)

Mia Budescu (PSY)
Rafael Gonzalez (MAT)
Alexander Nunez-Torres (ECO)

Stephen Castellano (IT)
Jennifer McCabe (MMTD)
Jennifer Van Allen (CLLSE)

Kofi Benefo (SOC)
Penny Prince (MMTD)
Maurice Vann (SWK)

Andrea Honig (ECO)
Douglas Oberlin (HEA SCI)
Daniel Stuckart (MHSE)

Graduate Studies

Janet DeSimone, CLLSE

Joseph McElligot, ENG

Liat Seiger, SLHS

Maryam-Bahmshad (BIO)

Lalitha Samuel (HEA SCI)

Justine McGovern (SWK)

Auxiliary Enterprise Corporation

(Term Expires 6/2022)

Katherine Burt, HEA SCI

Katherine Burt (HEA SCI)

Jim Carney (JMS)

*Note: Lehman College Association faculty terms
end 6/2023.*

Ombudsperson's term ends 6/2023.

Article IV, Section 15. Committee on Assessment

a) Membership:

Ten members as follows: six elected faculty; three elected students; and one administrator.

b. Functions:

i. Reviews the Institutional Effectiveness Plan, reports to the Senate, and recommends policies regarding the institutional effectiveness of academic and administrative affairs of the College;

ii. Reviews academic assessment information at the institutional, program and course levels, including General Education and Institutional Learning Outcomes (ILOs);

iii. Reviews assessment information from Administrative, Educational, and Student Support (AES) units; communicates assessment findings to the Senate;

iv. Reviews the use of assessment tools and results for continuous improvement in Lehman College's governance, planning, resource allocation, program-level and institutional learning outcomes;

v. Disseminates information on best practices in assessment;

vi. Advises and recommends on the development of broader assessment policies, practices, and technology to promote student achievement and improvement in curricular, pedagogical, administrative, and support services.

**Article IV, Section 16. Committee on Equity, Inclusion,
Accessibility and Anti-Racism**

a. Membership:

Ten members as follows: six elected faculty; three elected students; and one administrator.

b. Functions:

- i. Reviews and recommends policies, procedures, and language to create and promote an inclusive, equitable, accessible and antiracist community;
- ii. Reviews and recommends strategies, policies, and tools to attract and retain a more diverse faculty and staff;
- iii. Reviews the College's inclusion-oriented activities and efforts, including but not limited to heritage and history month events programming, and recommends opportunities for improvement and expansion;
- iv. Reviews and recommends campus-wide initiatives relating to equity, inclusion, accessibility and anti-racism, including but not limited to training, workshops, and professional development;
- v. Assists with recommendations for more inclusive and anti-racist curricula;
- vi. Reports on successful Lehman initiatives to promote and sustain an inclusive, equitable, accessible and antiracist community, as well as areas where such efforts are lacking.

Committee on Admissions, Evaluations and Academic Standards (CAEAS) Report

Senate Meeting: May 4, 2022

The CAEAS committee met on April 25, 2022 at 5-6pm. A quorum was present.

The committee reviewed graduation lists for undergraduate and graduate students. The committee voted unanimously to approve the graduation lists, pending satisfactory completion of all graduation requirements. The committee now brings the graduation lists to the Senate floor for a vote.

The committee also reviewed the recommendations suggested by the P/NC subcommittee, and voted to approve the recommendations and proposed changes to Lehman's Pass/Fail policy. The committee now brings these suggested changes to the Senate floor for a vote.

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

COMMITTEE ON ADMISSIONS, EVALUATION AND ACADEMIC STANDARDS

GRADING POLICY CHANGE

1. **Type of Change:** Amendments to the standing Lehman Pass/Fail policy in the Undergraduate bulletin

2. **From:**

Pass/Fail Option

Students may elect P/F grades for a maximum of ~~18~~ credits in their degree program under the following conditions:

- The course for P/F must be outside (a) the ~~College degree~~ requirements (b) the major, minor, or interdisciplinary program and the courses offered by Lehman's teacher education departments, except for those education courses that have Pass/Fail or Pass/No Credit grading basis.
- ~~Only one~~ P/F course may be elected in any semester, with the exception for those courses that have a P/F grading basis.
- The P/F choice may not be changed after the ~~College late registration period~~ has ended.
- The credits taken on a P/F grading basis may not be counted toward the major and minor.

3. **To:**

Pass/No Credit Option

Students may elect P/NC grades for a maximum of 12 credits in their degree program under the following conditions:

- The course for P/NC must be outside (a) the General Education requirements, (b) the Major, Minor, or Interdisciplinary program, (c) Certification/Licensing requirements, (d) and the courses offered by Lehman's Teacher Education departments, except for those education courses that have Pass/Fail or Pass/No Credit grading basis.
- Up to two P/NC courses may be elected in any semester, with the exception for those courses that have a P/F grading basis.

- The P/NC choice may not be changed after the end of Week 7 (and is allowed in Fall/Spring semesters only).
- The credits taken on a P/NC grading basis may not be counted toward the Major or Minor.
- Advising is mandatory for students opting into the P/NC policy; only advisors can make the selection and begin a workflow that will be verified by Financial Aid as well.

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

A subcommittee of CAEAS was formed to create/suggest recommendations about how to make the standing Lehman Pass/Fail policy more useful to students. The subcommittee comprised faculty, students, staff and administrators, and, in order to formulate the recommendations, the subcommittee also considered feedback from other faculty and the deans, which was solicited via email in the Fall of 2021. First, the change from Pass/Fail to Pass/No Credit has been mandated by CUNY for all Colleges. The subcommittee then debated various possible amendments. Since the policy has changed so that a failing grade would be awarded “no credit” instead of “fail” (as before), the total limit on credits taken under this policy should be reduced to balance this new advantage. The extension in the deadline to select the Pass/No Credit option would allow students a while longer to get a real sense of a course before having to make the decision about whether to utilize this policy. The extension to allow students to utilize the Pass/No Credit option for up to two courses per semester, instead of just one, could allow for students to make more use of this policy as well. However, the subcommittee strongly agreed that students opting into this policy should have to see an advisor and that their choice to opt-in must also be approved by financial aid, to ensure that students do not inadvertently select an option that is not to their advantage. As such, opting into the Pass/No Credit policy must be selected by an advisor; advising will be mandatory for students choosing to utilize this policy. This will begin a workflow that must go through financial aid (federal and state) as well. In addition, students should have to agree to some “acknowledgement” statements indicating some possible implications of choosing to utilize this policy (e.g., to maintain eligibility for financial aid, students must maintain satisfactory academic progress, which would mean that the courses not being selected for the Pass/No Credit option must earn grades sufficient for the student’s required GPA; e.g. if a student takes a course as a “true” elective and elects to use this policy, but later declares their major in that area, that course would have to be retaken for a letter grade but financial aid would not pay to take it again) and indicating their agreement that the choice to opt-in to Pass/No Credit for a course cannot be undone or appealed. These stipulations should be included/specified at the time the student opts into using this policy, to ensure that all implications and potential consequences are understood.

5. Date of CAEAS approval: 4/25/2022

Senate Meeting

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (6/6 members in attendance)

1. Anthropology Department
 - ANT 350 New course
 - ANT 489 Credits
2. Chemistry Department
 - CHE 443 Hours
 - CHE 449 Prerequisites
3. Economics and Business Department
 - ACC 171 Liberal Arts Attribute
 - BBA 303 Note, Liberal Arts Attribute
 - BBA 337 Liberal Arts Attribute
 - BBA 403 Liberal Arts Attribute
4. Health Sciences Department
 - Health Education and Promotion, BS, Degree Requirements, Eligibility Criteria, Dual Credit Option, Courses, Credits
 - HEA 440 Description, Hours, Credits, Corequisites
 - HEA 470 Title, Hours, Credits
5. Mathematics Department
 - MAT 347 Title, Description, Pre/Corequisites, Credits, Hours
 - MAT 447 New Course
6. Sociology Department
 - SOC 231 Description
 - SOC 307 Title, Description
 - SOC 345 Prerequisite
 - Sociology BA Add Distance Format
7. English Department
 - BECAP New Minor

- BALA Withdrawal of Minor
8. Early Childhood Department
- Change in degree requirements
 - ECE 427 Title, Description
 - ECE 435 Description
 - New Certificate Infant Toddler Certificate Program
9. Speech Language Hearing Sciences Department
- Post Back BA Certificate change in Description, Add Distance Format
 - Speech Pathology and Audiology BA Change in Degree Requirements
 - SPV 321 Prerequisite
 - SPV 327 Prerequisite
 - SPV 349 Prerequisite
10. Biology Department
- Biology B.S. Degree Requirements
 - Biology Teacher Grades 7-12 Degree Requirements
 - BIO 251 New Course
 - BIO 330/340 Cross listing
 - BIO 340/330 Cross Listing
 - BIO 350 Hours, Credits, Description
 - BIO 351 New Course
 - BIO 400 Prerequisites, Hours
 - BIO 415 Description, Hours, Credits, Prerequisites, Cross listing Change
 - BIO 416 New Course

Informational Items

- BBA 200 Experimental Course
- BBA 206 Experimental Course
- BIO 180 Experimental Course

Senate Meeting of 5/04/22

Undergraduate Curriculum Committee

Next meeting: TBA

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

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

2.

Department(s)	Anthropology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Anthropology
Course Prefix & Number	ANT 350
Course Title	Special Topics in Anthropology
Description	Various topics in Anthropology. Course may be repeated for up to 6 credits with a different topic.
Pre/ Co Requisites	NA
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Anthropology Department has and plans to continue to run classes on anthropological approaches to timely and topical subjects. While there are some varying topics ANT courses currently in the catalog, they are more focused in scope and cannot smoothly accommodate all special topics that might arise. This course will allow for a broader range of special topics and will also be a better choice for cross-listing LEH and LSP seminars for Anthropology students.

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

- Demonstrate knowledge of major developments in Anthropology
- Identify and explain certain important anthropological concepts
- Evaluate the strength or weakness of arguments for certain anthropological positions
- Demonstrate ability to write clearly and precisely, to present arguments, and to support arguments with relevant textual support
- Demonstrate ability to engage in rigorous but respectful debate

5. **Date of Departmental Approval:** March 21, 2022

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

DEPARTMENT OF ANTHROPOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Credits

2. **From:** ~~Strike through~~ the changes

Department(s)	Anthropology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Anthropology
Course Prefix & Number	ANT 489
Course Title	Independent Research in Anthropology
Description	Research or fieldwork in any field of anthropology, under faculty supervision.
Pre/ Co Requisites	Permission of the instructor.
Credits	2-3 credits per semester (maximum 6 credits).
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Anthropology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Anthropology
Course Prefix & Number	ANT 489
Course Title	Independent Research in Anthropology
Description	Research or fieldwork in any field of anthropology, under faculty supervision.
Pre/ Co Requisites	Permission of the instructor.
Credits	3 (maximum 6 credits).
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Originally it was thought that some students might retake the course up to 3 times for 2 credits each time; this has not happened in departmental memory. If they are going to take the course just once (most common) or even twice (rare, but has happened), students should be taking the course for 3 credits. However, we have no way of enforcing that and students have occasionally been taking it for 2 credits. Removing the 2 credit option will require it to be taken for 3 credits.

5. **Date of departmental approval:** March 21, 2022

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of program and degree award: Biology, B.S.

Hegis number: 0401.00

Program code: 34022

Effective term: Spring 2023

1. **TYPE OF CHANGE:** Degree Requirements

2. **FROM:**
Biology, B.S. (39-78 credit major)

The required courses and credits are distributed as follows:

Prerequisites * (~~34-38~~ credits):

		credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
PHY 166	General Physics I	5
PHY 167	General Physics II	5
MAT 175	Calculus I	4
MAT 155	Calculus I Laboratory	1

**Bio 166 And Bio 167 Can Be Used To Fulfill General Education Requirements. Both Are Prerequisites To All Other Biology Courses.*

Mat 175: Depending On Mathematics Placement, Students May Need To Complete The Pre-Requisite Mat 172, 4 Credits.

Students Who Complete Any Or All Of The Pre-Requisite Courses Before Declaring The Major May Complete The Major In Less Than 77 Credits.

Foundation (Required) Courses (19 Credits):

Biology (7 Credits):

		Credits
BIO 238	Genetics	4
BIO 240	Biostatistics	3

Organic Chemistry (12 Credits):

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture II	4
CHE 235	Organic Chemistry Laboratory II	2

At Least 20-24 Credits In One Of The Following Tracks:

Biomedical Sciences At Least 21 Credits

Select Courses From Lists: A, B, And C

At Least 12 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4

BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology And Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
At Least 8 Credits From List B:		
		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 431	Comparative Animal Physiology	4

BIO 435	Neurophysiology	3
BIO 438	Genomics And Human Health	4
BIO 465	Microbial Physiology And Genetics	4
At Least 1 Credit From List C:		
		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Organismic Sciences At Least 21 Credits

Select Courses From Lists A, B, And C

At Least 12 Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4

BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3
BIO 438	Genomics And Human Health	4
BIO 465	Microbial Physiology And Genetics	4

At Least 8 Credits From List B:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology And Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4

BIO 420	Molecular Biology	4
At Least 1 Credit From List C:		
		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Brain Sciences At Least 20 Credits

Select Courses From Lists: A, B, And C

At Least 13 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
BIO 435	Neurophysiology	3

At Least 1 Credit From List B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1

BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

6-9 Credits From List C:

		Credits
PSY 166	General Psychology	3
PSY 308	Motivation And Emotion	3
PSY 310	Psychology Of Learning	3
PSY 312	Psychology Of Memory	3
PSY 314	Cognitive Psychology	3
PSY 317	Psychology Of Sensation And Perception	3
PSY 366	Clinical Neuropsychology	3

Psy 166 Can Be Used To Fulfill General Education Requirements And Is A Prerequisite To All Other Psy Courses. Students Who Complete Psy 166 Before Declaring The Major Only Need To Complete 6 Credits In This Area.

Bioenvironmental_Sciences At Least 24 Credits

Select Courses From Lists: A, B, And C Or D
At Least 14-Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 246	Growth And Development Of Higher Plants	4
BIO 270	Invertebrate Zoology	3

BIO 271	Invertebrate Zoology Laboratory	2
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4
BIO 420	Molecular Biology	4

At Least 1 Credits From List B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

~~Either At Least 6 Credits In Geospatial Sciences From List C:~~

		Credits
GEP 204	Basic Mapping: Applications And Analysis	3
	Or	
GEO 101	Dynamic Earth	3
	Or	
GEH 101	An Introduction To Geography	3

	And	
GEP 205	Principles Of Geographic Information Science	3
	And	
GEP 324	Introduction To Remote Sensing	4
	Or	
GEP 3750	Data Acquisition And Integration Methods For Gis Analysis	3
Or 6 Credits From List D:		
		Credits
POL 3600	Political Demography	3
POL 366	Global Political Economy	3
POL 368	Global Environmental Politics	3
POL 343	International And Regional Organizations	3

**3. TO:
Biology, B.S. (39-80 Credit Major)**

The Required Courses And Credits Are Distributed As Follows:

Prerequisites * (33-37 Credits):

		Credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry II	4

CHE 169	General Chemistry Laboratory Ii	1.5
PHY 166	General Physics I	5
PHY 167	General Physics Ii	5
MAT 175	Calculus	4

**Bio 166 And Bio 167 Can Be Used To Fulfill General Education Requirements. Both Are Prerequisites To All Other Biology Courses.*

Mat 175: Students Must Take Mat 155 As A Co-Requisite, And Depending On Mathematics Placement, May Need To Complete The Pre-Requisite Mat 172, 4 Credits Or The Combined Substitute (Mat 171 And Mat 108)

Students Who Complete Any Or All Of The Pre-Requisite Courses Before Declaring The Major May Complete The Major In Less Than 77 Credits.

Foundation (Required) Courses (19 Credits):

Biology (7 Credits):

		Credits
BIO 238	Genetics	4
BIO 240	Biostatistics	3

Organic Chemistry (12 Credits):

		Credits
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
CHE 234	Organic Chemistry Lecture Ii	4
CHE 235	Organic Chemistry Laboratory Ii	2

At Least 20-24 Credits In One Of The Following Tracks:

Biomedical Sciences At Least 21 Credits

Select Courses From Lists: A, B, And C

At Least 12 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology And Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
<u>BIO 431</u>	<u>Comparative Animal Physiology</u>	<u>4</u>

At Least 8 Credits From List B:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
<u>BIO 251</u>	<u>Introduction To Environmentalism</u>	<u>2</u>
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3

BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
<u>BIO 425</u>	<u>Ichthyology</u>	<u>3</u>
<u>BIO 426</u>	<u>Ichthyology Laboratory</u>	<u>2</u>
BIO 435	Neurophysiology	3
BIO 438	Genomics And Human Health	4
BIO 465	Microbial Physiology And Genetics	4
At Least 1 Credit From List C:		
		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

Organismic Sciences At Least 21 Credits

Select Courses From Lists A, B, And C
At Least 12 Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
<u>BIO 251</u>	<u>Introduction To Environmentalism</u>	<u>2</u>
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 312	Parasitology Laboratory	2
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 330	Plant Physiology	4
BIO 336	Marine Biology Lectures	3
BIO 338	Genetics Of Man	4
BIO 339	Ecology	4
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
<u>BIO 425</u>	<u>Ichthyology</u>	<u>3</u>
<u>BIO 426</u>	<u>Ichthyology Laboratory</u>	<u>2</u>
BIO 435	Neurophysiology	3
BIO 438	Genomics And Human Health	4

BIO 465	Microbial Physiology And Genetics	4
---------	-----------------------------------	---

At Least 8 Credits From List B:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 331	Experimental Microbiology	4
BIO 333	Endocrine Physiology	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 410	Cell Physiology And Biochemistry	4
BIO 411	Principles Of Virology	2
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
<u>BIO 431</u>	<u>Comparative Animal Physiology</u>	<u>4</u>

At Least 1 Credit From List C:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).

BIO 490	Honors In Biological Sciences	3
---------	-------------------------------	---

Brain Sciences At Least 20 Credits

Select Courses From Lists: A, B, And C

At Least 13 Credits From List A:

		Credits
BIO 228	Mammalian Physiology	4
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 321	Neural Development Laboratory	2
BIO 340	Human Body And Brain	3
BIO 341	Human Body And Brain Laboratory	2
<u>BIO 400</u>	<u>Biological Chemistry</u>	<u>4</u>
<u>BIO 420</u>	<u>Molecular Biology</u>	<u>4</u>
BIO 435	Neurophysiology	3

At Least 1 Credit From List B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

6-9 Credits From List C:

		Credits
PSY 166	General Psychology	3
PSY 308	Motivation And Emotion	3
PSY 310	Psychology Of Learning	3
PSY 312	Psychology Of Memory	3
PSY 314	Cognitive Psychology	3
PSY 317	Psychology Of Sensation And Perception	3
PSY 366	Clinical Neuropsychology	3

Psy 166 Can Be Used To Fulfill General Education Requirements And Is A Prerequisite To All Other Psy Courses. Students Who Complete Psy 166 Before Declaring The Major Only Need To Complete 6 Credits In This Area.

Bioenvironmental Sciences At Least 24 Credits

Select Courses From Lists: A, B, And C

At Least 12 Credits From List A:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
<u>BIO 242</u>	<u>Flowering Plants</u>	<u>4</u>
<u>BIO 251</u>	<u>Introduction To Environmentalism</u>	<u>2</u>
BIO 270	Invertebrate Zoology	3
BIO 271	Invertebrate Zoology Laboratory	2
BIO 330	Plant Physiology	4
BIO 331	Experimental Microbiology	4
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 400	Biological Chemistry	4

BIO 420	Molecular Biology	4
<u>BIO 425</u>	<u>Ichthyology</u>	<u>3</u>
<u>BIO 426</u>	<u>Ichthyology Laboratory</u>	<u>2</u>
<u>BIO 503</u>	<u>Topics In Urban Ecology</u>	<u>4</u>

At Least 1 Credit From List B:

		Credits
BIO 440	Biology Journal Review	2
BIO 450	Biology Seminar	1
BIO 489	Introduction To Experimental Biology	1 (May Be Repeated For A Maximum 3 Credits).
BIO 490	Honors In Biological Sciences	3

BS To M.S. Dual Credit Opportunity

Undergraduate Students Majoring In Biology With 90 Or More Credits And A Minimum (3.0) Cumulative Index And (3.5) Index In The Major May Be Permitted To Enroll In Up To 8 Credits Of Graduate Coursework In Preparation For The M.S. Degree In Biology. The Student Must Receive Permission From The Department To Take Graduate Courses Prior To Registration. Should move this to here after the table

At Least 11 Credits In Geospatial And Environmental Sciences

		Credits
<u>ENV 251</u>	<u>Introduction To Digital Data</u>	<u>2</u>
	<u>3 credits from</u>	
<u>GEP 205</u>	<u>Principles Of Geographic Inform Sci</u>	<u>3</u>
	<u>Or</u>	
<u>GEP 3060 /306</u>	<u>Raster Applications</u>	<u>3</u>
	<u>Or</u>	
<u>GEP 375</u>	<u>Data Acq And Integr For Gis Analysis</u>	<u>3</u>
	<u>Or</u>	
<u>ENV 235</u>	<u>Conservation Of The Environment</u>	<u>3</u>
	<u>Or</u>	

<u>GEP 340</u>	<u>Natural Hazards And Disasters With Gis</u>	<u>3</u>
	3 credits from	
<u>ENV 236</u>	<u>Environmental Policy</u>	<u>3</u>
	<u>Or</u>	
<u>POL 368</u>	<u>Global Environmental Politics</u>	<u>3</u>
	<u>And</u> 3 credits from	
<u>HEA 301</u>	<u>Environmental Health</u>	<u>3</u>
	<u>Or</u>	
<u>ENV 270</u>	<u>Environmental Pollution</u>	<u>3</u>

4. Rationale (Explain How This Change Will Impact Learning Outcomes of the Department and Major/Program):

1) Removed Mat 155 From The Required Courses Because Mat 175 Has Mat 155 As A Co-Requisite, But The Math Department Does Not Offer Mat 155 Every Semester And Allows Students In Those Semesters To Ignore Mat 155. Students Who Take Mat 175 Without Mat 155 Or Who Transfer The Course To Lehman Must Ask For A Waiver From The Department Which Is Causing A Problem For Students And For The Advisors. **2)** The Proposed Policy Permitting Those With A 3.5 Major Gpa To Take Graduate-Level Courses Will Allow Eligible Students To Show Their Competency For Entering The M.S. Program In Biological Sciences Or Other Professional Training Schools. 3) The Proposed Changes In The Course Offerings And Choices For The Bioenvironmental Sciences Track Will Prepare Students For A Wider Variety Of Careers. The Track Is Redesigned To Better Prepare Students For Graduate Programs To Become Plant Scientists, Wildlife Conservationists, Environmental Biologists Or Any Other Professions In Government And Industry That Requires Knowledge Of Plant And Environmental Sciences. With The Addition Of The New Course Offerings, We Will Help Students Better Identify The Training Path That Is Suited For Their Career Goals.

5. Date of Departmental Approval: 03/02/2022

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name Of Program and Degree Award: Biology-BA Teacher, Grades 7-12, B.A.

Hegis Number: 0401.00

Program Code: 39823

Effective Term: Spring 2023

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

2. **From:**
Biology Teacher, Grades 7-12, B.A. (55 Credit Major)

This major sequence in Biology is appropriate only for students planning to teach in middle and high school. The required education sequence in middle and high school education must be completed for all students selecting this major in Biology. As part of their overall training students in science, students will be required to take ESC 419.

The required credits are distributed as follows:

8 Credits In:

		Credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4

Bio 166 And Bio 167: Both Courses Count Towards Pathways General Education Requirements. Both Are Prerequisites To All Other Biology Courses At The 200-Level Or Higher.

5 Credits In Physics:

		Credits
PHY 166	General Physics I	5

17 Credits In Chemistry:

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5

CHE 168	General Chemistry II	4
CHE 169	General Chemistry Laboratory II	1.5
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2
3 Credits In Mathematics:		
		Credits
MAT 128	Foundations Of Data Science	3
At Least 22 Credits In Advanced Biology Courses From 3 Areas: At Least Two Courses From Cellular Biology:		
		Credits
BIO 238	Genetics	4
BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
BIO 320	Neural Development: From Genes And Cells To Brains	3
BIO 331	Experimental Microbiology	4
BIO 338	Genetics Of Man	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 406	Biochemistry Of Differentiation	3
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 465	Microbial Physiology And Genetics	4

At Least One Course From Organismic Biology:

		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 270	Invertebrate Zoology	3
BIO 330	Plant Physiology	4
BIO 333	Endocrine Physiology	4
BIO 340	Human Body And Brain	3
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3

At Least One Course From Population Biology:

		Credits
BIO 241	Evolution, Species, And Biogeography	3
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
BIO 401	Biological Systematics	4

3. To:**Biology Teacher, Grades 7-12, B.A. (55 Credit Major)**

This major sequence in Biology is appropriate only for students planning to teach in middle and high school. The required education sequence in middle and high school education must be completed for all students selecting this major in Biology. As part of their overall training students in science, students will be required to take ESC 419.

The required credits are distributed as follows:

12 Credits In:

		Credits
BIO 166	Principles Of Biology: Cells And Genes	4
BIO 167	Principles Of Biology: Organisms	4
<u>BIO 238</u>	<u>Genetics</u>	<u>4</u>

Bio 166 And Bio 167: Both Courses Count Towards Pathways General Education Requirements. Both Are Prerequisites To All Other Biology Courses At The 200-Level Or Higher.

5 Credits In Physics:

		Credits
PHY 166	General Physics I	5

17 Credits In Chemistry:

		Credits
CHE 166	General Chemistry I	4
CHE 167	General Chemistry Laboratory I	1.5
CHE 168	General Chemistry Ii	4
CHE 169	General Chemistry Laboratory Ii	1.5
CHE 232	Organic Chemistry Lecture I	4
CHE 233	Organic Chemistry Laboratory I	2

3 Credits In Mathematics:

		Credits
MAT 128	Foundations Of Data Science	3

At Least 18 Credits In Advanced Biology Courses From 3 Areas:

At Least One Course From Cellular Biology:

		Credits
--	--	---------

BIO 268	Vertebrate Embryology	4
BIO 311	Parasitology	3
<u>BIO 312</u>	<u>Parasitology Lab</u>	<u>2</u>
BIO 320	Neural Development: From Genes And Cells To Brains	3
<u>BIO 321</u>	<u>Neural Development Laboratory</u>	<u>2</u>
BIO 331	Experimental Microbiology	4
BIO 338	Genetics Of Man	4
BIO 350	Introduction To Immunology	4
BIO 400	Biological Chemistry	4
BIO 406	Biochemistry Of Differentiation	3
BIO 415	Medical Microbiology	4
BIO 420	Molecular Biology	4
BIO 465	Microbial Physiology And Genetics	4
At Least One Course From Organismic Biology:		
		Credits
BIO 228	Mammalian Physiology	4
BIO 267	Comparative Anatomy Of Vertebrates	4
BIO 270	Invertebrate Zoology	3
BIO 330	Plant Physiology	4
BIO 333	Endocrine Physiology	4

BIO 340	Human Body And Brain	3
<u>BIO 341</u>	<u>Human Body And Brain Laboratory</u>	<u>2</u>
BIO 431	Comparative Animal Physiology	4
BIO 435	Neurophysiology	3
At Least One Course From Population Biology:		
		Credits
BIO 241	Evolution, Species, And Biogeography	3
<u>BIO 251</u>	<u>Introduction To Environmentalism</u>	<u>2</u>
BIO 336	Marine Biology Lectures	3
BIO 339	Ecology	4
<u>BIO 425</u>	<u>Ichthyology</u>	<u>3</u>
<u>BIO 426</u>	<u>Ichthyology Laboratory</u>	<u>2</u>

4. Rationale (Explain How This Change Will Impact Learning Outcomes Of The Department And Major/Program):

Genetics is a field of study with which all biologists must be familiar. We added genetics as a requirement for the BA degree because we think that the knowledge and skills obtained in the course are important for students that we are training to become Middle and High school Biology teachers. Also, we added the lab courses: BIO 312, BIO 321, and BIO 341 to the electives because we think it is important for the Biology teachers to have additional laboratory skills to teach Middle and High school students.

5. Date of Departmental Approval: 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

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 251
Course Title	Introduction To Environmentalism
Description	The Course Introduces Students To The History And Science Of Environmental Ecology And Its Applications In Urban Eco Systems.
Pre/ Co Requisites	BIO166 and BIO 167
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

3. **Rationale:**

The Course Aims To Provide Students With Knowledge Of The Background And Development Of Ecological Environmental Science To Understand Current Issues At Local Scales And To Help Hone Critical Skills For Addressing Environmental Problems

To Ameliorate Their Impact. Bio 251 Was Approved As An Experimental Course, But We Are Asking To Make The Course Permanent So That It Can Be Added To The Bio-Bs Bioenvironmental Track And The Bio-Ba As An Offering That Counts Towards Their Degree.

4. **Learning Outcomes (By The End Of The Course Students Will Be Able To):**

- Develop natural history skills for interpreting local environments and ecosystems
- Become familiar with environmentalism and its impact on urbanized ecosystems
- Be able to present and critically discuss current journal articles on ecological topics
- Be able to collect and analyze basic ecological data
- Be able to apply information gained locally to issues that are global in nature

5. **Date Of Departmental Approval:** 10/06/2021

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type Of Change:** *Cross Listing*

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 330 (<u>BIO 340</u>)
Course Title	Plant Physiology
Description	Consideration Of The Major Physiological Processes Of Plants, With Special Emphasis On Water Relations, Inorganic Nutrition, Photosynthesis, Metabolism, And Hormonal Relationships. Laboratory Studies Consist Of Physiological Experiments With Living Plants.
Pre/ Co Requisites	BIO 166 And BIO 167 And One BIO Course At 200 Level Or Above (Not BIO 230) And CHE 234 And CHE 235. Cross Listed Courses Leh Bio 340/Bio 330
Credits	4
Hours	6 (2, Lecture; 4, Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science

	<input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World
--	---

3. To:

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 330
Course Title	Plant Physiology
Description	Consideration Of The Major Physiological Processes Of Plants, With Special Emphasis On Water Relations, Inorganic Nutrition, Photosynthesis, Metabolism, And Hormonal Relationships. Laboratory Studies Consist Of Physiological Experiments With Living Plants.
Pre/ Co Requisites	Bio 166 And Bio 167 And One Bio Course At 200 Level Or Above (Not Bio 230) And Che 234 And Che 235.
Credits	4
Hours	6 (2, Lecture; 4, Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain How This Change Will Impact The Learning Outcomes Of The Department And Major/Program):**

We Are Correcting An Error In The Cross Listed Courses.

5. **Date Of Departmental Approval:** 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type Of Change:** Cross Listing, credits, hours

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 340 (<u>BIO 330</u>)
Course Title	Human Body And Brain
Description	Human Anatomy And Physiology With Emphasis On The Brain's Role In Regulating Body Functions.
Pre/ Co Requisites	BIO 166 And BIO 167 And One BIO Course At 200 Level Or Above (Not BIO 230). Cross-Listed Courses Leh Bio 340/Bio 330
Credits	3
Hours	3 (lecture)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World
--	--

3. To:

Department(S)	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 340
Course Title	Human Body And Brain
Description	Human Anatomy And Physiology With Emphasis On The Brain's Role In Regulating Body Functions.
Pre/ Co Requisites	Bio 166 And Bio 167 And One Bio Course At 200 Level Or Above (Not Bio 230).
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

4. Rationale (Explain How This Change Will Impact The Learning Outcomes Of The Department And Major/Program):

1) We Are Correcting An Error In The Cross Listing Of The Course.

5. Date Of Departmental Approval: 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type Of Change:** Hours, Credits, Description

2. **From:**

Department(S)	Biology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 350
Course Title	Introduction To Immunology
Description	This Course Will Focus On The Comprehension, Application, And Synthesis Of Important Immunology Concepts. This Course Is An Introductory Course That Which Will Examine Both Normal And Disease States Of The Immune System. The Course Will Use Current And Traditional Research Techniques In The Lab To Emphasize What Is Learned In The Lecture.
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238
Credits	4
Hours	6 (2, Lecture; 4, Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

3. To:

Department(S)	Biology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 350
Course Title	Introduction To Immunology
Description	<u>Comprehension, Application, And Synthesis Of Current Immunology Concepts. Examination Of Both Normal And Disease States Of The Immune System.</u>
Pre/ Co Requisites	BIO 166 and BIO 167 and BIO 238
Credits	<u>2</u>
Hours	<u>2</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

4. Rationale (Explain How This Change Will Impact The Learning Outcomes Of The Department And Major/Program):

We Are Removing The Lab Component So That The Lecture-Only Course Could Be Taught More Readily And Thus Increase The Variety Of Courses That Are Offered At The Department.

5. Date Of Departmental Approval: 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

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 351
Course Title	Immunology Laboratory
Description	Current And Traditional Research Techniques In Immunology
Pre/ Co Requisites	BIO 166 and, BIO 167 and, BIO 238 PRE OR COREQ: BIO 350.
Credits	2
Hours	4 (Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

3. **Rationale:**

To Improve Students' Problem-Solving Ability, It Is Critical That They Learn Technical And Thinking Skills By Conducting Hands-On Experiments In Immunology.

4. **Learning Outcomes (By The End Of The Course Students Will Be Expected To):**

- Demonstrate The Ability To Solve Problems By Collecting And Analyzing Data Using Laboratory Techniques In Immunology.
- Demonstrate The Ability To Interpret And Communicate Laboratory And Research Findings In Immunology.

5. **Date Of Departmental Approval:** 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type Of Change:** Prerequisite, Hours

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 400
Course Title	Biological Chemistry
Description	Stress On The Central Role Of Nucleic Acids And Proteins In Living Cells: Biological Oxidation And Intermediary Metabolism Of Carbohydrates, Lipids, And Proteins, And The General Properties Of Enzymes And Enzyme Catalyzed Reactions In The Intact Cell And Cell-Free Systems. Laboratory Work Stresses Use Of Modern Techniques Used In Biochemical Analysis And In Enzyme Assays. Selected Experiments To Demonstrate The Dynamic Aspects Of Biochemistry In Living Cells And In Cell-Free Systems.
Pre/ Co Requisites	BIO 166 And BIO 167 And Two BIO Course At 200 Level Or Above (Not BIO 230) And CHE 234 And CHE 235
Credits	4
Hours	6 (2, Lecture; 2, Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World
--	--

3. To:

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 400
Course Title	Biological Chemistry
Description	Stress On The Central Role Of Nucleic Acids And Proteins In Living Cells: Biological Oxidation And Intermediary Metabolism Of Carbohydrates, Lipids, And Proteins, And The General Properties Of Enzymes And Enzyme Catalyzed Reactions In The Intact Cell And Cell-Free Systems. Laboratory Work Stresses Use Of Modern Techniques Used In Biochemical Analysis And In Enzyme Assays. Selected Experiments To Demonstrate The Dynamic Aspects Of Biochemistry In Living Cells And In Cell-Free Systems.
Pre/ Co Requisites	BIO 166 And BIO 167 And BIO 238 And <u>One</u> BIO Course At 200 Level Or Above (Not BIO 230) And CHE 234 And CHE 235
Credits	4
Hours	6 (2, Lecture; 4, Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

4. Rationale (Explain How This Change Will Impact The Learning Outcomes Of The Department And Major/Program):

1) We Are Correcting An Error In The Lab Hours For Bio 400.

2) Genetics Is A Field Of Study With Which All Biologists Must Be Familiar. As Bio 238 Genetics Is Listed As A Foundation Course For The Biology Bs Degree, We Are Adding It As A Prerequisite To Bio 400 To Ensure That Students Who Take The Course Have Sufficient Background In Genetics.

5. Date Of Departmental Approval: 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type Of Change:** Course Description, Hours, Credits, Prerequisite,

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 415
Course Title	Medical Microbiology
Description	The Course Will Focus On Disease Mechanism, Antibiotic And Antiviral Susceptibility And Resistance, And Epidemiology Of Primarily Human Diseases Caused By Bacteria, Viruses, And Fungi As Well As By Those Caused By Emerging Diseases.
Pre/ Co Requisites	BIO 166, And BIO167, And BIO 238, And BIO 331, And CHE 166 And CHE 167 And CHE 168 And CHE 169 And CHE 232 And CHE 233
Credits	4
Hours	6 (2, Lecture; 4, Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

3. To: Underline The Changes

Department(S)	Biological Sciences
Career	<input checked="" 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	Biology
Course Prefix & Number	BIO 415
Course Title	Medical Microbiology
Description	<u>Disease Mechanisms</u> , Antibiotic And Antiviral Susceptibility And Resistance, And Epidemiology Of Primarily Human Diseases Caused By Bacteria, Viruses, And Fungi As Well As By Those Caused By Emerging Diseases.
Pre/ Co Requisites	BIO 166, And BIO 167, And BIO 238, And BIO 331, And CHE 232 And CHE 233
Credits	<u>2</u>
Hours	<u>2</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

4. Rationale (Explain How This Change Will Impact The Learning Outcomes Of The Department And Major/Program):

We Are Removing The Lab Component So That The Lecture-Only Course Could Be Taught More Readily And Thus Increase The Variety Of Courses That Are Offered At The Department. Changes Were Made To Cross List The Course With Bio 615 So That The Course Could Be Offered To Both Undergraduate And Graduate Students.

5. Date Of Departmental Approval: 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(S)	Biological Sciences
Career	<input checked="" type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 416
Course Title	Medical Microbiology Laboratory
Description	Laboratory And Research Techniques In Medical Microbiology.
Pre/ Co Requisites	Prerequisite: BIO 166, And BIO 167, And BIO 238, And BIO331, And CHE 232 And CHE 233 PRE or COREQ: BIO 415
Credits	2
Hours	4 (Lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (E.G. Writing Intensive, Wac, Etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> Us Experience In Its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual And Society <input type="checkbox"/> Scientific World

3. Rationale:

To Improve Students' Problem-Solving Ability, It Is Critical That They Learn Technical And Thinking Skills By Conducting Hands-On Experiments Relevant To Medical Microbiology.

4. Learning Outcomes (By The End Of The Course Students Will Be Expected To):

- Demonstrate The Ability To Use The Laboratory To Diagnose Infections, Including Appropriate Specimen Collection
- Demonstrate The Ability To Interpret Laboratory Findings In The Context Of The Patient's Presentation And Findings.
- Demonstrate Problem Solving Ability And Diagnostic Reasoning With Infectious Diseases.

5. Date Of Departmental Approval: 10/06/21

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

1. **Type of change:** Experimental Course
- 2.

Department(s)	Biology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Biology
Course Prefix & Number	BIO 180
Course Title	Anatomy and Physiology Workshop
Description	Application of knowledge in anatomy and physiology for problem solving with the use of case studies and student's active participation in class discussions
Pre/ Co Requisites	Co-Requisite: BIO 181
Credits	0
Hours	0
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. Rationale:

Limited time in the BIO 181 and 182 labs do not allow opportunities for sufficient review of course material. This experimental workshop is designed to increase student engagement and retention by providing additional instruction in the form of weekly active learning sessions where students will be guided to solve a problem using their knowledge of anatomy and physiology. The workshop will be scheduled immediately following the laboratory in an adjacent classroom for ease in scheduling. Students will have opportunities for group learning and discussion, which we expect to improve engagement in the course. Scheduled sessions will ensure students have fewer barriers to attendance. Mandatory attendance ensures that all students benefit from the additional instruction. Students, especially freshmen, non-traditional students and other students requiring more support will have a dedicated, scheduled workshop with guided discussion and review. This experimental course will test the efficacy of adding such a workshop to all the Bio 181 and Bio 182 courses in the future.

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

The workshop will improve student engagement and retention by allowing more opportunities to practice and engage with course material. Students will:

- Define physiological/pathophysiology concepts
- Analyze and explain physiological processes (e.g. Homeostasis)
- Interpret physiological data (e.g. case studies)
- Demonstrate understanding of the structures and functions of the human body
- Improve critical thinking skills by solving problems relevant to human physiology

5. Date of Departmental Approval: 03/16/2022

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 443
Course Title	Advanced Inorganic Chemistry
Description	Advanced studies in modern inorganic chemical theories as related to the interpretation and explanation of the properties, and relationships between, the elements, their compounds and their structures.
Pre/ Co Requisites	PREREQ: CHE 235 and 442. PRE-or COREQ: CHE 249
Credits	5
Hours	8 (2 lecture, 6 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

--	--

3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 443
Course Title	Advanced Inorganic Chemistry
Description	Advanced studies in modern inorganic chemical theories as related to the interpretation and explanation of the properties, and relationships between, the elements, their compounds and their structures.
Pre/ Co Requisites	PREREQ: CHE 235 and 442. PRE-or COREQ: CHE 249
Credits	5
Hours	8 (3 lecture, 5 lab)
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

In an attempt to address poor student performance in Advanced Inorganic Chemistry and better support students as they move through the laboratory portion of the class the Chemistry Department has modified its pedagogical approach to include techniques that

more actively engage students in their learning of the lecture material. To be truly effective this new approach requires students to be intellectually and actively engaged for 3 hours of structured lecture coursework every week instead of only 2 hours.

One of the more successful techniques that have been used across the country to engage students is the inclusion of an additional course hour during which students engage in problem solving through peer instruction and/or group workshops. These problem-solving sessions provide a structured opportunity for students to solve typically difficult problems, in a collaborative setting. (There is tremendous research evidence to demonstrate the effectiveness of collaborative settings on student learning.)

The Chemistry Department proposes to change this course from a 2-hour lecture, 6-hour laboratory to a 3-hour lecture, 5-hour laboratory.

As a consequence of this change, the laboratory portion of the course will lose one hour, but this is deemed acceptable because:

1. Students routinely finish the laboratory experiments in 5 hours already
2. Instructors currently use about one hour of lab time for a lab “recitation” during which they explain the content in each lab. This portion of the lab will be partly folded into the new structured lecture time.

In the new model students will learn new course content through both traditional lecture and through structured problem-solving exercises and the laboratory “recitation discussion” will be folded into this new lecture time.

5. **Date of departmental approval:** November 12th, 2021

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in Pre/Co Requisites.

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 449
Course Title	Instrumental Analysis
Description	Electroanalytical, spectrophotometric, chromatographic, and other instrumental methods as applied to analytical chemistry.
Pre/ Co Requisites	PREREQ: CHE 344 and CHE 345
Credits	5
Hours	8
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 449
Course Title	Instrumental Analysis
Description	Electroanalytical, spectrophotometric, chromatographic, and other instrumental methods as applied to analytical chemistry.
Pre/ Co Requisites	PREREQ: <u>CHE 249</u>
Credits	5
Hours	8
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 449 to take CHE 344 (Physical Chemistry Course in Kinetics and Thermodynamics) or 345 (Physical Chemistry Laboratory in Quantum Chemistry) as a pre- or co-requisite course. Based on the required course content, the only prior knowledge required to be successful in CHE 449 is learned in CHE 249 (Quantitative Analysis).

5. Date of departmental approval: November 12th, 2021

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Minors in Early Childhood & Childhood Education
Effective Term: Spring 2023

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

2. **From:** ~~Strike through~~ the changes
Early Childhood and Childhood Education Minor

Program Requirements for ECCE Minor

The Department of Early Childhood and Childhood Education offers two options for a minor: (1) a minor for students who would like to seek teaching certification in Early Childhood or Childhood Education that allows them to complete pre-requisites for a master's program specifically designed for them that leads to a NYS teaching certification (OPTION 1) and (2) a minor for students who want an ECCE minor but do not intend on seeking NYS certification in Early Childhood or Childhood education (OPTION 2).

OPTION 1. ECCE Minors for Students Seeking NYS Teaching Certification

The Department of Early Childhood and Childhood Education offers undergraduate minor programs that allow students to complete many of the prerequisites required for graduate programs that lead to NYS initial teaching certification in:

Childhood Education (Grades 1-6)

Childhood Education (Grades 1-6) with a Bilingual Extension

Early Childhood Education

Early Childhood Education with a Bilingual Extension

These programs are referred to as "Minor to Master's" programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor's degree. Upon satisfactory completion of the minor, they may apply for a "fast track" 30 credit graduate program specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.

Each Minor to Master's program is composed of four ECCE 300 level courses (12 credits), four 400 level courses (12 credits) completed during the senior year of the

undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits).

Candidates who apply to a Minor to Master's program in the final semester of their junior year may be qualified to pursue either a 30 credit graduate program in Childhood Education with or without a Bilingual Extension or a 30 credit graduate program in Early Childhood Education with or without a Bilingual Extension.

Students interested in beginning a Minor to Master's program track in their senior year must complete the following coursework prior to applying to the program:

12 Credits of 300-Level ECCE Coursework:

		Credits
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3
ECE 304	Foundations of Early Language and Literacy Development, Birth to Grade Two	3
ECE 311	The Teaching Profession-Birth to Sixth Grade	3

NOTE: ECE 301, ECE 302, ECE 311: May be taken in any order; however, to register for ECE 304, students must declare the minor in Early Childhood and Childhood Education and have completed ECE 301.

A student must meet the following requirements to be admitted into one of two "Minor to Master's" tracks:

- Completion of ECE 301, ECE 302, ECE 304 and ECE 311 with minimum 3.0 grade point average
- Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,
- ~~Submission of SAT or ACT scores~~
- Satisfactory completion of undergraduate 300 level minor courses ~~and NY State liberal arts requirements,~~
- Two letters of recommendation, one must be from the student's ECE 304 instructor,
- An on-site writing sample in English, and
- Completion of the College's general education requirements ~~(30 credits) in the Liberal Arts and Sciences in at least five NYSED general core categories with a grade of C or better in each course. NOTE: Most of these requirements are met by completing courses that fulfill the College's general education requirements; students must consult with ECCE program coordinators for approved courses in each area:~~

Required NYSED core liberal arts categories (~~all are required~~):

- Written Expression: two courses in English (generally ENG 111 and 121 or equivalent)
- Math: Two courses in Mathematics approved by an ECCE program coordinator
- Scientific Processes: Two courses in natural science
- Concepts of Social Science & History: Two courses in the Social Sciences
- Optional NYSED liberal arts core categories (~~coursework in at least one optional category is required~~): NYSED optional core categories include: foreign language, artistic expression, humanities, communication, and information retrieval.

Track 1:

ECCE Minor For Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension.

12 Credits of 400 -Level ECCE Coursework:

The following courses are to be taken In the senior year:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
DEC 436	Art Methods in Childhood, Grades 1-6	3
DEC 437	Methods of Math in Childhood Settings, Grades 1-6	3

Track 2:

ECCE Minor For Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension.

12 Credits of 400-Level ECCE Coursework:

The following courses are to be taken In the senior year:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3

ECE 436	The Young Child and the Arts, Birth to Grade 2	3
ECE 438	The Young Child and Music, Birth to Grade 2	3

~~NOTE: Both tracks require that students take the NYS ASLT (Academic Skills Literacy Skills Test) during the first semester of the 400 level sequence.~~

OPTION 2. ECCE Minor for Students Not Seeking NYS Teaching Certification in through a Minor to Master's program

Students who wish to register for the 12-credit ECCE minor and are not interested in pursuing a teacher certification program can complete the following:

		Credits
ECE 300	Education in Historical, Political, and Sociocultural Contexts-Birth to Grade 6	3
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3
ECE 311	The Teaching Profession-Birth to Sixth Grade	3

**NOTE: ~~ECE 300: If a student has completed ECE 304, the student does not need to complete ECE 300 to satisfy the Option 2 Minor.~~*

3. To: Underline the changes **Early Childhood and Childhood Education Minor**

Program Requirements for ECCE Minor

The Department of Early Childhood and Childhood Education offers two options for a minor: (1) a minor for students who would like to seek teaching certification in Early Childhood or Childhood Education that allows them to complete pre-requisites for a master's program specifically designed for them that leads to a NYS teaching certification (OPTION 1) and (2) a minor for students who want an ECCE minor but do not intend on seeking NYS certification in Early Childhood or Childhood education (OPTION 2).

OPTION 1. ECCE Minors for Students Seeking NYS Teaching Certification

The Department of Early Childhood and Childhood Education offers undergraduate minor programs that allow students to complete many of the prerequisites required for graduate programs that lead to NYS initial teaching certification in:

Childhood Education (Grades 1-6)

Childhood Education (Grades 1-6) with a Bilingual Extension

Early Childhood Education

Early Childhood Education with a Bilingual Extension

These programs are referred to as "Minor to Master's" programs and offer qualified students the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Education degree in five and a half years. At the undergraduate level, students can meet many of the requirements for NYS teaching certification in childhood or in early childhood education while completing their bachelor's degree. Upon satisfactory completion of the minor, they may apply for a "fast track" 30 credit graduate program specifically designed for them that will lead to state teaching certification if they meet program continuation requirements.

Each Minor to Master's program is composed of four ECCE 300 level courses (12 credits), four 400 level courses (12 credits) completed during the senior year of the undergraduate program, 46-66 credits of NYS and college liberal arts requirements, and an academic major (variable credits).

Candidates who apply to a Minor to Master's program in the final semester of their junior year may be qualified to pursue either a 30 credit graduate program in Childhood Education with or without a Bilingual Extension or a 30 credit graduate program in Early Childhood Education with or without a Bilingual Extension.

Students interested in beginning a Minor to Master's program track in their senior year must complete the following coursework prior to applying to the program:

12 Credits of 300-Level ECCE Coursework:

		Credits
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3
ECE 304	Foundations of Early Language and Literacy Development, Birth to Grade Two	3
ECE 311	The Teaching Profession-Birth to Sixth Grade	3

NOTE: ECE 301, ECE 302, ECE 311: May be taken in any order; however, to register for ECE 304, students must declare the minor in Early Childhood and Childhood Education and have completed ECE 301.

A student must meet the following requirements to be admitted into one of two "Minor to Master's" tracks:

- Completion of ECE 301, ECE 302, ECE 304 and ECE 311 with minimum 3.0 grade point average
- Senior status with a minimum overall grade point average of 3.0 for all undergraduate coursework,

- Satisfactory completion of undergraduate 300 level minor courses;
- Two letters of recommendation, one must be from the student's ECE 304 instructor,
- An interview with program faculty and an interview in Spanish for students who will be taking the bilingual extension,
- An on-site writing sample in English,
- Completion of the College's general education requirements, and
- A grade of C or better in NYSED core liberal arts categories required for certification (many of these, but not all, are covered under the general education requirements):
 1. Written Expression: two courses in English (generally ENG 111 and 121 or equivalent)
 2. Math: Two courses in Mathematics approved by an ECCE program coordinator
 3. Scientific Processes: Two courses in natural science
 4. Concepts of Social Science & History: Two courses in the Social Sciences
 5. One course in an optional NYSED liberal arts core. NYSED optional core categories include: foreign language, artistic expression, humanities, communication, and information retrieval.

Track 1:

ECCE Minor For Students Interested in Pursuing Certification in Childhood Education or Childhood Education with a Bilingual Extension.

12 Credits of 400 -Level ECCE Coursework:

The following courses are to be taken In the senior year:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
DEC 436	Art Methods in Childhood, Grades 1-6	3
DEC 437	Methods of Math in Childhood Settings, Grades 1-6	3

Track 2:

ECCE Minor For Students Interested in Pursuing a Certification in Early Childhood Education or Early Childhood Education with a Bilingual Extension.

12 Credits of 400-Level ECCE Coursework:

The following courses are to be taken In the senior year:

		Credits
ECE 435	Bilingualism for Classroom Teachers, Birth to Grade Six	3
ECE 427	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six	3
ECE 436	The Young Child and the Arts, Birth to Grade 2	3
ECE 438	The Young Child and Music, Birth to Grade 2	3

OPTION 2. ECCE Minor for Students Not Seeking NYS Teaching Certification in through a Minor to Master's program

Students who wish to register for the 12-credit ECCE minor and are not interested in pursuing a teacher certification program can complete the following:

		Credits
		3
ECE 301	The Child in Context: Child Study and Development-Birth to Grade 6	3
ECE 302	Children, Families, Communities, and Schools in Sociocultural Contexts-Birth to Grade 6	3
<u>ECE 304</u>	<u>Foundations of Early Language and Literacy Development, Birth to Grade Two</u>	<u>3</u>
ECE 311	The Teaching Profession-Birth to Sixth Grade	3

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

1. The LAST is no longer a required exam by New York State for teaching certification and so is no longer a requirement for the Minor to Masters certification programs.

2. On November 15, 2021, Governor Hochul signed a bill to amend the education law, in relation to SUNY/CUNY admission requirements for teacher and educational leader programs that required an exam score on a nationally recognized entrance exam to be submitted as part of admission requirements for graduate teacher and educational leader programs. The Minor to Masters requirement was the submission of SAT or ACT scores. The Department of Early Childhood and Childhood Education (ECCE) will no longer will require applicants in the Minor to Masters programs to submit SAT scores before applying for the graduate portion of their program.
3. Under option 2, ECE 300 has been replaced with ECE 304 in 12 credit ECCE minor because all students benefit from learning about early literacy development in children whether they are planning to become teachers or not.
4. Changes were made to clarify the liberal arts requirements in MtM programs that must be completed prior to receiving the Bachelor's degree so that the candidate may apply for a state teaching certification. For example, "NY State liberal arts requirements" was deleted from the statement "Satisfactory completion of undergraduate 300 level minor courses and ~~NY State liberal arts requirements~~" because the specific liberal arts requirements for NYSED teaching certification are outlined in the last bullet in the list of admissions requirements. In the last bullet outlining the 5 areas required for teaching certification, language was changed to make it clear what coursework is specifically required for purposes of teaching certification. This clarification will make it easier for financial aid advisors to determine what coursework can be covered by loans and grants like TAP.
5. An interview in Spanish was added as an admissions requirement for students seeking the bilingual extension because students must take a state BEA exam demonstrating proficiency in Spanish in order to be certified with the bilingual extension.

5. **Date of departmental approval:** February 2, 2022

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Course title, description, prerequisite

2. **From:** ~~Strike through the changes~~

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Early Childhood/Childhood
Course Prefix & Number	ECE 427
Course Title	Methodology of Teaching English to Speakers of Other Languages, Birth to Grade Six
Description	This course is designed to provide an overview of second language acquisition and ESL teaching and assessment methodologies. Includes 10 hours of fieldwork with English language learners in urban early childhood and childhood educational settings. Offered Fall-Spring
Pre/ Co Requisites	Prerequisite: Admission to an Early Childhood or Childhood Minor to Master's track.
Credits	3
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
--	--

3. **To:** Underline the changes

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Early Childhood/Childhood
Course Prefix & Number	ECE 427
Course Title	Methodology of Teaching English <u>as a New Language</u> , Birth to Grade Six
Description	<p><u>Methods and materials for teaching multilingual children who are learning English in early care or school settings. Focus on using English as a new language methodologies.</u></p> <p><u>Note: This course requires 15 hours of fieldwork with children in urban early childhood and childhood educational settings.</u> Prerequisite:</p>
Pre/ Co Requisites	<u>Departmental Permission and Admission to an Early Childhood or Childhood Minor to Master's track</u>
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The changes in course title and description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bilingualism/multilingualism and its connection to academic learning, prompting educators to adopt bilingual strategies and approaches even in the English-medium class. The change in fieldwork hours is to ensure that students taking these courses meet the minimum number of hours required by New York State in a bilingual setting for anyone seeking a bilingual extension to the teaching certificate. This revision does not affect Pathways Learning Objectives.

5. Date of departmental approval: February 2, 2022

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

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

2. **From:** ~~Strike through the changes~~

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Early Childhood/Childhood
Course Prefix & Number	ECE 435
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six
Description	Sociolinguistic and psycholinguistic foundations and theories of first and second language acquisition in bilingual early childhood and childhood educational contexts. Includes the study of assessments of oral language and literacy proficiency of bilingual children in educational contexts, as well as 10 hours of fieldwork with English language learners in urban early childhood and childhood educational settings. Offered Fall Spring
Pre/ Co Requisites	Prerequisite: Admission to an Early Childhood or Childhood Minor to Master's track.
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. **To:** Underline the changes

Department(s)	Early Childhood and Childhood Education
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Early Childhood/Childhood
Course Prefix & Number	ECE 435
Course Title	Bilingualism for Classroom Teachers, Birth to Grade Six
Description	Sociolinguistic and psycholinguistic foundations and <u>theories of language acquisition for multilingual children.</u> Includes the study of assessments of oral language and literacy proficiency of <u>multilingual children in educational contexts.</u> <u>Note: This course requires fifteen hours of fieldwork with Multilingual Learners (MLLs).</u> <u>Permission Required.</u>
Pre/ Co Requisites	Prerequisite: Admission to an Early Childhood or Childhood Minor to Master's track <u>and Departmental permission</u>
Credits	3
Hours	3
Liberal Arts	[] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in course description incorporate updated wording and terminology related to children learning in more than one language to align with current research and NYSED policy. Changes also reflect current research on the nature of bilingualism/multilingualism and its connection to academic learning, prompting educators to adopt bilingual strategies and approaches even in the English-medium class. The change in fieldwork hours is to ensure that students taking these courses meet the minimum number of hours required by New York State in a bilingual setting for anyone seeking a bilingual extension to the teaching certificate. This revision does not affect Pathways Learning Objectives.

5. Date of departmental approval: February 2, 2022

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

DEPARTMENT OF EARLY CHILDHOOD AND CHILDHOOD EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Infant/Toddler Certificate

Hegis Number: 0801.00

Program Code: TBD

Effective Term: Spring 2023

1. Type of Change: New certificate

**2. Description:
Infant/Toddler Certificate Program**

The Infant/Toddler Certificate Program will provide 12 credits towards professional development needed for those providing care for infants and toddlers, for NY state certified early childhood education teachers looking for additional courses specific to infant toddler development and pedagogy or for students who need credits to meet the residency requirement minor in early childhood education. The program will focus on Cognitive Development, Social Emotional Development, Language Development and the needs and development of the exceptional learner ages 0-3.

Program to be offered in-person and/or online.

Admission to Program:

This program is open to all undergraduate students admitted to Lehman College.

Completion of all four courses required to obtain a certificate.

1. ECE 312 Supporting Cognitive Development of Infants and Toddlers 3 credits
2. ECE 313 Supporting Social Emotional Development for Infants & Toddlers 3 credits
3. ECE 314 Supporting Language & Early Literacy Development for Infants & Toddlers 3 credits
4. ECE 315 Supporting the Exceptional Learner 3 credits

Total credits required for the certificate: 12

3. Rationale:

NYC DOE has implemented and will continue to roll out the 3-K for All initiative. NYSED Birth-2nd grade certification curriculum does not offer adequate preparation for working

with infants/toddlers (birth-age 3). Creating a well-designed infant/toddler certificate program would address, a.) NYCDOE's need for qualified 3-K teachers, b.) the needs of currently certified birth-2nd grade educators seeking a NYS infant/toddler credential, and c.) expand the career opportunities of future teachers.

As New York City moves towards expanding its 3-K for All initiative, more and more early childhood education programs/centers are enrolling children ages 3 and younger to ensure adequate enrollment, to meet and maintain contractual obligations, and to ensure sustained viability of early childhood services in their communities. Most of the teachers of record in these programs are either certified in Birth-2nd grade, are enrolled in early childhood teacher preparation programs, and in the case of family child care providers—may have a Preschool CDA. However, the curricula associated with the NYSED Birth-2nd grade certification and CDA traditionally focuses on the development and pedagogy of 3–5-year-old children; creating a gap in knowledge and practice.

A 12 credit Infant/Toddler certificate program will provide the knowledge and experiential opportunities for educators to effectively work with infants/toddlers in a variety of educational settings.

4. Date of departmental approval: October 20, 2021

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Attribute

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 171
Course Title	Principles of Accounting I
Description	Financial accounting as means of recording, classifying and reporting financial data, including accounting cycle and preparation of financial statements for sole proprietorships.
Pre/ Co Requisites	NA
Credits	3
Hours	4
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To: Underline the changes

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Accounting
Course Prefix & Number	ACC 171
Course Title	Principles of Accounting I
Description	Financial accounting as means of recording, classifying and reporting financial data, including accounting cycle and preparation of financial statements for sole proprietorships, <u>the underlying theoretical foundations of accounting concepts, assumptions, and principles</u>
Pre/ Co Requisites	NA
Credits	3
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Principles of Accounting course introduces the underlying body of theories and language for conceptualizing, understanding and organizing economic activity. Add this to the description It provides context to understand the history of accounting. Ethical issues related to the recording of transactions are discussed. The theoretical basis for having generally accepted rules is explored as well as the societal need for organized methods to record transactions. The course is open to all students with the understanding that the way

money is tracked and recorded is essential to individuals and to the economy. The concepts taught are broad and independent of a particular career or specific professional objectives. Students engage in critical thinking and logic to solve problems. Thus, the course fits the NYSED definition of a Liberal Arts course.

5. **Date of departmental approval:** 3/17/2022

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

DEPARTMENT OF ECONOMICS AND BUSINESS

EXPERIMENTAL COURSE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 200
Course Title	Real Estate Affordable Housing
Description	Examines the theory and history of real estate affordable housing, focusing on policies, housing inequities, political and economic interventions and evaluation. NOTE: Includes project-based, experiential, and additional meeting hours with mentors and teammates.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This country is facing an affordable housing crisis. Nearly 23 million families currently pay more than 50% of their income for housing, and more than 100,000 units of the affordable rental supply are permanently lost each year. There is no state or county in the entire United States where a renter working full-time at minimum wage can afford a one-bedroom apartment. This shortage of affordable housing costs the American economy approximately \$2 trillion a year in lower wages and productivity.

The tremendous need for affordable housing is a huge focus for both the investment community and the Federal Government. Investment firms will focus over \$53 trillion on “impact” or “ESG” investments by 2025, and with the Federal Government’s legislation such as the Build Back Better Act, there are plans to allocate \$170 billion towards affordable housing with the goal of building a million affordable homes. It is expected that this will create increased opportunities for careers in this area of real estate.

By introducing students to the basics of affordable housing, from financial, management and legal issues to government policies, this course will help students gain knowledge and better understanding of this area of real estate.

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

- (1) Discuss the affordable housing history and its importance
- (2) Explain the concepts relevant to affordable housing
- (3) Explain the role of public policy and its influence on this type of housing
- (4) Identify and describe the legal and compliance matters and their impacts
- (5) Describe the process and instruments used for performing financial evaluation
- (6) Discuss property & asset management of affordable housing

5. Date of Departmental Approval: 3/17/2022

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

DEPARTMENT OF ECONOMICS AND BUSINESS

EXPERIMENTAL COURSE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 206
Course Title	Basics of Financial Research Using Data
Description	<p>Focuses on the basics of conducting an effective financial market research and analysis including the researching of financial news, and collection and analysis of data to developing financial instruments related to equity, bond, currency and commodity markets-</p> <p>NOTE: Requires the use of terminals in the Bloomberg Lab</p>
Pre/ Co Requisites	PREREQ: BBA 190
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<p><input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science</p> <p><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</p>

3. Rationale:

The ability to conduct financial market research using reliable news and data sources is an essential skill and knowledge for finance majors for assessing the financial health of organizations as well as in making personal investment choices. The course aims to promote financial information literacy of students by identifying and collecting information from reliable sources while training students to use the Bloomberg terminals, an essential knowledge and skill for obtaining employment in finance sector.

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

- (1) Research and identify a company's key financial information in the equity and bond markets, and currency and commodity markets
- (2) Identify and download appropriate financial data using reliable online data sources, Bloomberg terminals and spreadsheet tools, and build financial data bases.
- (3) Calculate, analyze and present trends in financial and other business indicators and performance to help assess financial health of organizations
- (3) Perform and assess analyses of financial markets' performance using financial instruments/indicators.

5. Date of Departmental Approval: 3/17/2022

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Note and Liberal Arts Attribute

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 303
Course Title	Business Statistics 1
Description	Analyze business data using descriptive statistics, probability theory and statistical inference, measures of central tendency, dispersion, associations, discrete and continuous probability distributions and hypothesis testing. NOTE: Students may not receive credit for both ECO 302 and BBA 303
Pre/ Co Requisites	ECO 166 and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175.
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	___ Scientific World
--	----------------------

3. **To:** Underline the changes

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 303
Course Title	Business Statistics 1
Description	Analyze business data using descriptive statistics, probability theory and statistical inference, measures of central tendency, dispersion, associations, discrete and continuous probability distributions and hypothesis testing.
Pre/ Co Requisites	ECO 166 and MAT 132 or MAT 171 or MAT 172 or MAT 174 or MAT 175.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The "Note" is eliminated as it considers BBA 303 and ECO 302 to be equivalent, and they are not as the latter course covers more topics by covering all of inferential statistics and up to regression analysis. Students who have completed BBA 303 must

still take ECO 302 if they choose to change to the ECO major but should also be able to earn credit for BBA 303 if they completed that course.

BBA 303 is basically a mathematics course builds on the knowledge from the math prerequisites (i.e. MAT 132 or MAT 171 or MAT172 or MAT 174 or MAT 175) to expand student's knowledge of statistics using business data to demonstrate concepts of probability theory, statistical inference and measures of central tendency. The concepts taught are broad and not directed at a particular career or specific professional objective. They are independent of specific application and provide a theoretical understanding of the subject matter. Thus, the course first the NYSED definition of a Liberal Arts course.

5. **Date of departmental approval:** 3/17/2022

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Attribute

2. **From:**

Department(s)	Economics sand Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 337
Course Title	Business Law II
Description	The law of partnership, corporations, and other business organizations. Personal property, secured transactions, and commercial paper as treated under the Uniform Commercial Code. The landlord-tenant relationship
Pre/ Co Requisites	BBA 336
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 337
Course Title	Business Law II
Description	The law of partnership, corporations, and other business organizations. Personal property, secured transactions, and commercial paper as treated under the Uniform Commercial Code. The landlord-tenant relationship.
Pre/ Co Requisites	BBA 336
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Business Law II continues the overview of legal and ethical understanding and issues from the individual to the creation of entities. Social and ethical dilemmas are examined from agency fidelity to corporate social responsibility. Topics covered include:

- History and development of agency law and theoretical discussions of duty and responsibility.

- General understanding of relationships and duties amongst partners and investors.
Add these into description in red
- Legal and social consequences of corporate activity.
- Civil rights and discrimination in the workplace.
- Ethical issues regarding Intellectual property and accountant integrity.

The course aims to develop critical thinking and analysis of ethical dilemmas and their implications. The concepts taught are broad and not directed at a particular career or specific professional objective. They are independent of specific application and provide a theoretical understanding of the subject matter. Thus, the course fits the NYSED definition of a Liberal Arts course.

5. **Date of departmental approval:** 3/17/2022

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

1. **Type of Change:** Liberal Arts Attribute

2. **From:**

Department(s)	Economics and Business
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	Business
Course Prefix & Number	BBA 403
Course Title	Intermediate Business Statistics II
Description	Analysis of business data using advanced statistical methods such as basic and multiple regression analysis, F tests, one-way and two-way analysis of variance and chi-square tests.
Pre/ Co Requisites	BBA 303 Business Statistics I
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. To: Underline the changes

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 403
Course Title	Intermediate Statistics II
Description	Analysis of business data using advanced statistical methods such as basic and multiple regression analysis, F tests, one-way and two-way analysis of variance and chi-square tests.
Pre/ Co Requisites	BBA 303
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This is primarily a math course which builds on the foundation provided by the mathematics prerequisites and BBA 303 – Business Statistics I. The class teaches advanced statistical methods in a general way. It uses data acquired from business while teaching mathematical concepts such as basic and multiple regression analysis, F tests, one- and two-way analysis of variance and chi-square tests.

The concepts taught are broad and not directed towards a particular career or specific professional objectives. Students are required to think critically and use logic to solve mathematical problems. The concepts taught are independent of specific application and provide a theoretical understanding of the subject matter. Thus, the course fits the NYSED definition of a Liberal Arts course.

5. **Date of departmental approval:** 3/17/2022

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: **Business and Entrepreneurship for Creative Arts Professionals (BECAP) (15 credits)**

Effective Term: Spring 2023

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

2. **Description:**

Business and Entrepreneurship for Creative Arts Professionals (BECAP) (15 credits)

The BECAP Minor provides students with the practical and applied business, professional writing, marketing, communications, and accounting skills necessary to succeed professionally. Knowledge of industry-specific regulations, opportunities, and skills (Group A) is paired with courses from a variety of disciplines to offer a wide-ranging and career-ready selection of learning opportunities. After completing this Minor, students should be ready to manage their own business as an independent artist-owner (e.g., recording artist, stage or screen performer, visual artist or designer, or writer).

Degree Requirements (15 credits)

The required courses are distributed as follows:

Credits

A. Entrepreneurship in the Discipline (3 credits)

Choose one of the following:

MSH 280	Entrepreneurship in the Music Industry	3
DNC 449/THE 449*	Working in the Performing Arts	3
ART 488**	Professional Practices in the Visual Arts	3
MCS 300**	Corporate Communication	3
ENW 346	Entrepreneurship for Writers	3

B. Business Practices (9 credits)

Take all three courses:

BBA 332*	Marketing Management	3
ACC 185	Introduction to Accounting for Non-Majors	3
BBA 336	Business Law I	3

C. Professional Communications (3 credits)

Choose one of the following:

ENW 300*	Business Writing	3
ENW 334*	Grant and Proposal Writing	3
ENW 333/MCS 333*	Marketing and PR Writing	3
ENW 318*	Writing for New Media	3
MCS 347	Advertising	3
ART 334/CGI 334	Digital Media Production: Theory and Practice	3
DNC 324/THE 324*	Social Media for the Creative Arts Professional	3

*Permission of the department required

** Pre-requisite course required

The BECAP Minor is a program in the School of Arts and Humanities. The Departments of English, Economics and Business, Music Multimedia Theatre and Dance, Art, and Journalism and Media Studies share responsibility for its development and curriculum. The Minor is housed in the English Department. The Director is a Professional Writing instructor in the English Department.

Steering Committee: the Dean of the School of Arts and Humanities; the Associate Dean of the School of Arts and Humanities; the Chairs of the Departments of English; Economics and Business; Music Multimedia Theatre and Dance; Art; and Journalism and Media Studies.

3. Rationale:

The Business and Entrepreneurship for Creative Professionals (BECAP) is an interdisciplinary Minor that both introduces undergraduate students to the conventions and requirements of business and trains students to develop the communications and managerial skills they need to succeed as self-employed artist-owners (e.g., recording artist, stage or screen performer, visual artist or designer, or writer). It replaces the undersubscribed Business and Liberal Arts Minor (BALA), which is being withdrawn.

The BECAP curriculum is built on new and existing courses in the departments of English, Economics and Business, Music, Multimedia Theatre and Dance, Art, and Journalism and Media Studies that are offered regularly in as many sections as are required to meet student demand. (Because the departments offer most of these courses in both in-person and online formats, and because of strong student interest, the Committee expects substantial enrollment.) Each student takes five courses: (a) one course in professional practices tailored to their specific discipline; (b) three courses focused on business practices; and (c) an elective in a professional communications discipline.

By the end of the BECAP Minor, students are expected to demonstrate the following five learning outcomes:

1. Gain foundational business skills to start a business or support a start-up
2. Identify and capitalize on business opportunities in the arts
3. Articulate and demonstrate the importance of proactive communication
4. Extend critical and lateral thinking abilities, and devise synergies between creative and methodical modes of thought.
5. Understand current and emerging job markets within an artistic discipline of interest.

4. Date of departmental approvals:

ENGLISH: 10/7/2021

MUSIC, MULTIMEDIA, THEATRE, AND DANCE: 4/9/2021

JOURNALISM AND MEDIA STUDIES: 10/13/2021

ART: 09/13/2021

ECONOMICS AND BUSINESS: 10/6/2021

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Withdrawal of Minor

2. **Description:** Business Minor for Liberal Arts Professionals (BALA)

Business Minor for Liberal Arts Professionals (BALA) is

- a minor that lets students focus on a liberal arts major while developing the skills and knowledge necessary to succeed in a range of careers.
- a selection of four out of six fundamental business-related courses that provide a solid foundation in the field.
- an opportunity for sophomores to sample BALA courses and explore career options before declaring a minor.
- a flexible program for more advanced students to test their creative career plans, explore business opportunities, and apply business principles through:
 - a dedicated program counselor and one-on-one advisement
 - mentoring
 - workshops, internships, and seminars
 - an individualized capstone project
 - development of personalized business and strategic plans

This minor, under the supervision of the Business and Liberal Arts Program, is designed to provide students majoring in the traditional fields of liberal arts with basic knowledge and skills useful for a career in business. Students may also apply for admission to the Internship Sequence, which includes an additional 4- or 5-credit course-requirement and is supplemented by internships, workshops, seminars, mentoring opportunities, and advising.

Degree Requirements

Students may declare the minor in Business for Liberal Arts Majors upon successful completion of two semesters of a declared Liberal Arts major* (i.e., 24 credits). Acceptance into the Internship Sequence is by written application to the Director of the Business and Liberal Arts Program.

The required courses are distributed as follows:

Credits (12-17)

3 credits in accounting:

	Credits
ACC 171 Principles of Accounting I	3
And	
BBA 332 Marketing Management	3
Or	
BBA 328 Human Resource Management	3

3 credits in communication

MCS 300 Corporate Communication	3
Or	
PHI 330 Business Ethics	3

MCS 300: This course has prerequisites that may be satisfied by recommendation of the relevant Department.

To continue in the Internship Sequence, candidates must complete an additional 4-5 credits in:

HUM 470 Humanities Internship	3
Or	
POL 470 Seminar and Internship Program in New York Government	4
Or	
NSS 470 Science Internship	3

To register for one of these courses, students must earn an overall G.P.A. of 3.0 or better in the minor.

*See the list of Approved Liberal Arts majors below.

NOTE: The same course may not be used to satisfy the requirements for both the major and the minor in Business for Liberal Arts Majors.

List of Approved Liberal Arts Majors

African and African American Studies
American Studies
Anthropology
Art and Art History
Biological Sciences
Chemistry
Comparative Literature
English
Languages and Literatures
Geography
Geology
History
Italian American Studies
Media Communications Studies
Latin American, Latino and Puerto Rican Studies
Linguistics
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Sociology
Theatre and Dance

3. Rationale (Explain why this course/program is no longer needed in the Department):

The BALA Minor has not had significant enrollment of any kind for many years. Because of this, the Departments of English, Music Multimedia Theatre and Dance, Journalism and Media Studies, Economics and Business, and Art are withdrawing this minor and replacing it with a new minor – Business and Entrepreneurship for Creative Professionals (BECAP) – that has been designed to appeal to and promote this important collaborative area of career-preparation for Lehman College graduates.

4. **Date of departmental approvals:**

ENGLISH: 10/7/2021

MUSIC, MULTIMEDIA, THEATRE, AND DANCE: 4/9/2021

JOURNALISM AND MEDIA STUDIES: 10/13/2021

ART: 09/13/2021

ECONOMICS AND BUSINESS: 10/6/2021

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education and Promotion, B.S.

Hegis Number: 0837

Program Code: 60206

Effective Term:

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

2. **From:**
Health Education and Promotion, B.S. (48-57.5 Credit Major)

Health education aims primarily to motivate individuals and groups in various settings to assume greater responsibility for their health by learning and adopting behaviors that promote health and prevent disease. This is a rapidly expanding field that has received added impetus from recent Federal legislation emphasizing disease prevention and health promotion as major priorities of national social policy.

The program is designed to prepare students for careers in community health education. Students will be able to develop, manage, and evaluate health education and promotion programs in a variety of settings where such programs are implemented. These include public and community agencies, business and industry, hospitals, and other types of clinical facilities.

The program includes two options, one in community health and the other in community health and nutrition. Satisfactory completion of all program requirements in community health enables students to apply for certification as a Health Education Specialist, awarded by the National Commission for Health Education Credentialing.

Courses to be taken by all program majors (30 credits)

12 credits in Department courses:

	Credits
HSD 240 Nutrition and Health	3
HSD 266 The U.S. Health Care Delivery System	3
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 306 Epidemiology	3

18 credits in Health Education and Promotion:

	Credits
HEA 249 Foundations of Health	3
HEA 267 Human Behavior and Health	3
HEA 300 Introduction to Public Health	3
HEA 320 Health Counseling	3
HEA 400 Program Planning and Evaluation	3
HEA 437 Strategies in Community Health and Nutrition Education	3

Option 1: Community Health (48-49- credits)**Additional courses to be taken (18-19 credits)**

14-15 credits in Health Education and Promotion:

	Credits
HEA 440 Seminar in Community Health	2
HEA 470 Internship in Community Health I	4
HEA HEA Electives	8-9

HEA electives: Chosen in consultation with the Advisor.

4 credits in Biological Sciences:

	Credits
BIO 183 Human Biology	4

*BIO 183: This course also satisfies a General Education requirement.***Option 2: Community Health and Nutrition (57.5 credits)****Additional courses to be taken (27.5 credits)**

12 credits in Dietetics, Foods, and Nutrition:

	Credits
DFN 120 The Nature and Science of Food	3
DFN 220 Foods, Society, and Health	4

DFN 341	Nutrition Throughout the Life Cycle	3
DFN 472	Field Experience in Community Nutrition	2

3 credits in Exercise Science:

		Credits
EXS 264	Introduction to Exercise Science	3
EXS 265	Behavioral Aspects of Physical Activity	3

4.5 credits in Chemistry:

		Credits
CHE 114	Essentials of General Chemistry Lecture	3
CHE 115	Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

8 credits in Biological Sciences:

		Credits
BIO 181	Anatomy and Physiology I	4
BIO 182	Anatomy and Physiology II	4

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

Dual Credit Option

Undergraduate students majoring in Health Education and Promotion with 90 or more credits and a minimum of a (3.0) cumulative index ~~and (3.0) index in the major~~ may be permitted to enroll in ~~up to 12 credits of~~ graduate coursework for the College's Online M.A. degree in Health Education and Promotion. The following graduate courses may be taken in place of ~~these~~ undergraduate courses: HEA 623 (for HEA 400), HEA 675 (for HEA 437), ~~and two HEA 500-level electives (for two HEA 300-level electives).~~ Written permission from both the academic undergraduate and graduate advisors must be secured by the student prior to registration.

**3. To:
Health Education and Promotion, B.S. (48-61.5 Credit Major)**

Health education aims primarily to motivate individuals and groups in various settings to assume greater responsibility for their health by learning and adopting behaviors that promote health and prevent disease. This is a rapidly expanding field that has received added impetus from recent Federal legislation emphasizing disease prevention and health promotion as major priorities of national social policy.

The program is designed to prepare students for careers in community health education. Students will be able to develop, manage, and evaluate health education and promotion programs in a variety of settings where such programs are implemented. These include public and community agencies, business and industry, hospitals, and other types of clinical facilities.

The program includes two options, one in community health and the other in community health and nutrition. Satisfactory completion of all program requirements in community health enables students to apply for certification as a Health Education Specialist, awarded by the National Commission for Health Education Credentialing.

Courses to be taken by all program majors (30-34 credits)

12 credits in Department courses:

	Credits
HSD 240 Nutrition and Health	3
HSD 266 The U.S. Health Care Delivery System	3
HSD 269 Fundamentals of Biostatistics for Health Professionals	3
HSD 306 Epidemiology	3

18 credits in Health Education and Promotion:

	Credits
HEA 249 Foundations of Health	3
HEA 267 Human Behavior and Health	3
HEA 300 Introduction to Public Health	3
HEA 320 Health Counseling	3
HEA 400 Program Planning and Evaluation	3
HEA 437 Strategies in Community Health and Nutrition Education	3

4-credit Pre-Requisite:

MAT 132 is required to enroll in HSD 269 and is one of several pre-requisite MAT options for CHE 114. This course satisfies a General Education requirement.

Option 1: Community Health (48-53 credits)**Additional courses to be taken (18-19 credits)**

14-15 credits in Health Education and Promotion:

	Credits
HEA 440 Seminar in Community Health	<u>3</u>
HEA 470 Internship in Community Health I	<u>3</u>
HEA HEA Electives	8-9

HEA electives: Chosen in consultation with the Advisor.

4 credits in Biological Sciences:

	Credits
BIO 183 Human Biology	4

BIO 183: This course also satisfies a General Education requirement.

Option 2: Community Health and Nutrition (57.5-61.5 credits)**Additional courses to be taken (27.5 credits)**

12 credits in Dietetics, Foods, and Nutrition:

	Credits
DFN 120 The Nature and Science of Food	3
DFN 220 Foods, Society, and Health	4
DFN 341 Nutrition Throughout the Life Cycle	3
DFN 472 Field Experience in Community Nutrition	2

3 credits in Exercise Science:

	Credits
EXS 264 Introduction to Exercise Science	3
EXS 265 Behavioral Aspects of Physical Activity	3

4.5 credits in Chemistry:

	Credits
CHE 114 Essentials of General Chemistry Lecture	3
CHE 115 Essentials of General Chemistry Laboratory	1.5

CHE 114, CHE 115: These courses also satisfy a General Education requirement.

8 credits in Biological Sciences:

	Credits
BIO 181 Anatomy and Physiology I	4
BIO 182 Anatomy and Physiology II	4

BIO 181, BIO 182: These courses also satisfy a General Education requirement.

Dual Credit Option

Undergraduate students majoring in Health Education and Promotion with 72 or more credits and a minimum of a (3.0) cumulative index may be permitted to enroll in graduate coursework for the College's Online M.A. degree in Health Education and Promotion. The following graduate courses may be taken in place of undergraduate courses with a maximum of 12 credits: HEA 620 (for HEA 320), any 500-level HEA elective that is offered simultaneously at the 300-level, HEA 623 (for HEA 400), HEA 670 (for HEA 470), and HEA 675 (for HEA 437). Written permission from both the academic undergraduate and graduate advisors must be secured by the student prior to registration.

4. **Rationale:**

The change in HEA 440 credits from 2 to 3 allows the appropriate time to include overview of material related to the national certification exam for Health Education Specialists ("CHES").

The change in HEA 470 credits from 4 to 3 will align with the credits of the HEA MA Program's *Field Experience in Health Education* (HEA 670). This curriculum change would allow eligible HEA undergraduate students to take HEA 670 as an equivalent course for dual credit towards the HEA MA Program.

The Health Education and Promotion (HEA) Program's Dual Credit option creates a pipeline for HEA undergraduate students to take graduate courses in the Department of Health Sciences while reducing tuition costs and number of credits needed for the M.A. degree.

Benefits from this option are not being maximized because eligible students have already taken equivalents to one or more of the specified graduate courses. This is for two reasons: 1) 90 or more credits are needed for eligibility, and HEA students are well into completing their undergraduate major at that time, and 2) certain undergraduate course options are already being met by students at CUNY two-year schools with existing articulation agreements.

Decreasing the eligibility requirement to 72 credits and offering additional course options will allow more high-performing HEA students to benefit from the Dual Credit option.

MAT 132 has been a hidden pre-requisite required for HSD 269 and a pre- or co-requisite for CHE 114, and this has not been specified in the College bulletin. With this change, students will be aware of this additional course needed to complete the major and can use TAP to pay for it.

5. **Date of departmental approval:** 3/2/2022

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Description, hours, credits, corequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 440
Course Title	Seminar in Community Health
Description	A study of the factors involved in the development, organization, administration, and supervision of health education programs within the various types of community health agencies.
Pre/ Co Requisites	Prerequisites: HEA 400 and HEA 437. Corequisite: HEA 470.
Credits	2
Hours	2
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 440
Course Title	Seminar in Community Health
Description	<u>Study of factors involved in the development, organization and administration of effective community health education programs. Overview of the Responsibilities and Competencies necessary for becoming a Certified Health Education Specialist (CHES).</u>
Pre/ Co Requisites	Prerequisites: <u>departmental permission.</u>
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The change in credits and hours from 2 to 3 allows the appropriate amount of time to include overview of material related to the national certification exam for Health

Education Specialists (“CHES”). Removing HEA 470 (Internship in Community Health I) as a corequisite allows students to take HEA 440 as a stand-alone course, particularly for students in HEA Option II (Community Health and Nutrition) who are not required to take this course but may wish to do so for its CHES-related content.

5. **Date of departmental approval:** 3/2/2022

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Title, hours, credits

2. **From:** ~~Strike through~~ the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 470
Course Title	Internship in Community Health †
Description	Supervised placement and on-the-job community health training in public, private, or voluntary agency setting.
Pre/ Co Requisites	HEA 400; HEA 437; Departmental permission.
Credits	-4-
Hours	-4-
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Education and Promotion
Course Prefix & Number	HEA 470
Course Title	Internship in Community Health
Description	Supervised placement and on-the-job community health training in public, private, or voluntary agency setting.
Pre/ Co Requisites	HEA 400; HEA 437; Departmental permission.
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Roman numeral "I" is being removed as a clarification that there is no follow-up HEA internship course that would represent "II."

The change in credits and hours from 4 to 3 will align with the credits and hours of the HEA M.A. Program's *Field Experience in Health Education* (HEA 670). This curriculum

change would allow eligible HEA undergraduate students to take HEA 670 as an equivalent course for dual credit towards the HEA M.A. Program.

5. **Date of departmental approval:** 3/2/2022

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

1. **Type of Change:** Title, description, pre/corequisite, credits, hours

2. **From:** ~~Strike through the changes~~

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 347
Course Title	Game Theory and Linear Programming
Description	An introduction to the mathematical theory of games of strategy. Matrix games. Optimal strategies for zero-sum two-person games. Convex sets in Euclidean n-space, systems of linear inequalities, linear programming, and the simplex method. Nperson games and non-zero-sum games.
Pre/ Co Requisites	One course in linear algebra.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 347
Course Title	Linear Programming <u>and Convex Algebraic Geometry</u>
Description	Convex sets in Euclidean n-space, systems of linear inequalities, linear programming, and the simplex method. <u>Linear matrix inequalities, spectrahedra and spectrahedral shadows, semidefinite programming. Use of computer software to solve optimization problems.</u>
Pre/ Co Requisites	<u>MAT 313</u>
Credits	<u>4</u>
Hours	<u>4</u>
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

MAT 347 has not been offered by our department in many years. This new description better describes the material that will be covered, emphasizing “Convex Algebraic Geometry”, which is a modern way to refer to the subject, and de-emphasizing applications to game theory, which may not be covered, in order to prioritize the use of computer software together with the theoretical components of instruction. In order to fully integrate the theoretical (mathematical) and practical (programming) aspects of this course, 4 hours / 4 credits of instruction are required. Note that the prerequisite has not changed; MAT 313 is our department’s course in Linear Algebra.

5. **Date of departmental approval:** March 3, 2022

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 447
Course Title	Geometric Design and Optimization with 3D printing
Description	Continuation of MAT 347. Project-oriented applications of linear programming, semidefinite programming, and convex algebraic geometry to geometric design and optimization. Students will use computer software to design, prototype, print, and test 3D models using fused filament fabrication 3D printers.
Pre/ Co Requisites	MAT 347
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

The Math Department wishes to incorporate 3D printing technology and experiential learning to enhance instruction, following ample pedagogical evidence of the benefits of these techniques. Visualization and spatial reasoning contribute fundamentally to the learning process, especially in Mathematics. Working in groups on specific geometric design and optimization problems, students will learn how to combine their mathematical knowledge of optimization techniques and computer programming skills to solve simple versions of real-world manufacturing problems. Finally, experience with 3D printing is an increasingly desirable skill for job applicants in several industries.

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

1. Solve basic problems of geometric optimization and design using mathematical tools from Convex Algebraic Geometry and computer software
2. Manufacture simple 3D models using fused filament fabrication 3D printers
3. Solve simple real-life optimization and manufacturing problems with 3D printing
4. Test printed 3D models to develop improved versions closer to optimal solutions
5. Complete projects in small groups to better understand and appreciate course content.

5. Date of Departmental Approval: March 3, 2022

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Description

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 231
Course Title	Social Problems
Description	An analysis of social problems from the perspectives of functionalism, subculture theory, conflict theory, and labeling. Topics may include: crime, alcoholism and other drug addiction, mental illness, sexual promiscuity, and suicide.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 231
Course Title	Social Problems
Description	<u>An analysis of selected social problems through a sociological perspective, including theories and research on the definition and causes of and responses to social issues. Specific topics vary.</u>
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The current description is outdated and does not represent current approaches in sociology.

5. **Date of departmental approval:** March 14, 2022

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 307
Course Title	Mass Communication and Public Opinion
Description	The function of communication in mass society, including media such as television, film, radio, and newspapers. Attention to the social process of public opinion formation and the diffusion of ideas.
Pre/ Co Requisites	SOC 166 or any 200-level sociology course.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 307
Course Title	<u>Media and Society</u>
Description	<u>The study of a number of forms of media, their impact on social life and relationship to social institutions. Uses a number of sociological theoretical perspectives and social research approaches.</u>
Pre/ Co Requisites	SOC 166 or any 200-level sociology course.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The title and description are badly out of date with respect to the content of the course and contemporary practices in the field.

5. Date of departmental approval: March 14, 2022

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

DEPARTMENT OF SOCIOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite

2. **From:**

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 345
Course Title	Quantitative Analysis of Sociological Data
Description	An introduction to data analysis with descriptive and inferential statistics; graphing and other visual presentations of data analysis; statistical programming. Extensive use of computers.
Pre/ Co Requisites	SOC 301 with a grade of C- or better.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Sociology
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Sociology
Course Prefix & Number	SOC 345
Course Title	Quantitative Analysis of Sociological Data
Description	An introduction to data analysis with descriptive and inferential statistics; graphing and other visual presentations of data analysis; statistical programming. Extensive use of computers.
Pre/ Co Requisites	SOC 301 with a grade of C- or better <u>and satisfaction of the College's math requirement.</u>
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This will not impact the learning outcomes of the major. Students who have not completed their general education math requirements struggle in this course. This mainly impacts transfer students without an Associate's Degree.

5. Date of departmental approval: March 14, 2022

**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

Program Code: 34034; MHC-34265

Effective Term: Fall 2022

1. **Type of Change**: Add Distance Format

2. **From**:
Sociology, B.A. (35-41 Credit Major)

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.

CORE COURSES (20 credits)

All students are required to complete the following courses:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4
SOC 303	Advanced Methods of Social Research	4
SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:

*Students registering for **SOC 300** and **SOC 301** must have a Sociology Grade Point Average of C (2.0) or better.*

*Students registering for **SOC 302** and all 400 level courses must have completed **SOC 300** with a grade of C- (1.7) or better.*

*Students registering for **SOC 303**, **SOC 345**, and all 400 level courses must have completed **SOC 301** with a grade of C- (1.7) or better.*

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level; the remaining 9 credits may include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY**CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)**

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the 300- or 400-level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)**Required Courses (18 credits)**

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES (18 Credits)**Required Courses (18 credits)**

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 309	Social Inequality	3

SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3
SOC 335	Global and Cross-Cultural Perspectives on Education and Society.	3

3. To:
Sociology, B.A. (35-41 Credit Major)

The required courses and credits are distributed as follows:

Pre-requisite* (3 credits):

SOC 166 or any 200-level SOC course is a prerequisite for all 300- and 400-level courses, unless otherwise stated in the course description. The prerequisite will count as an elective course in the major.

CORE COURSES (20 credits)

All students are required to complete the following courses:

		Credits
SOC 300	The Sociological Imagination	4
SOC 301	Methods of Social Research	4
SOC 302	Sociological Theory	4
SOC 303	Advanced Methods of Social Research	4
SOC 345	Quantitative Analysis of Sociological Data	4

NOTES:

*Students registering for **SOC 300** and **SOC 301** must have a Sociology Grade Point Average of C (2.0) or better.*

*Students registering for **SOC 302** and all 400 level courses must have completed **SOC 300** with a grade of C- (1.7) or better.*

*Students registering for **SOC 303**, **SOC 345**, and all 400 level courses must have completed **SOC 301** with a grade of C- (1.7) or better.*

COURSES IN STUDENT'S CONCENTRATION (18 credits)

Each student is required to complete a concentration in one of three separate tracks. At least 9 of these credits must be at the 300-400 level; the remaining 9 credits may

include any from the list of Sociology Courses in the Bulletin except for the Core Courses listed above. The tracks, detailed below, are (1) General Sociology, (2) Demography and Population Health, and (3) Education, Social Inequality and Urban Studies.

CONCENTRATIONS IN SOCIOLOGY

CONCENTRATION IN GENERAL SOCIOLOGY (18 credits)

Students are required to take at least 18 additional credits in SOC courses chosen from the list of Sociology Courses in the Bulletin. At least 9 credits must be in SOC courses at the 300- or 400-level.

CONCENTRATION IN DEMOGRAPHY AND POPULATION HEALTH (18 Credits)

Required Courses (18 credits)

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 319	Population and Society	3
SOC 320	Immigration and Adaptation	3
SOC 339	American Demography	4
SOC 305	Sociology of Health Care	3

Note: MAT 104 or higher is strongly recommended.

CONCENTRATION IN EDUCATION, SOCIAL INEQUALITY AND URBAN STUDIES

(18 Credits)

Required Courses (18 credits)

18 Sociology credits, at least 9 credits of which must be chosen from the list below:

		Credits
SOC 309	Social Inequality	3
SOC 334	Urban Sociology in Global Perspective	3
SOC 336	Education and Inequality	3

SOC 335

Global and Cross-Cultural Perspectives on
Education and Society.

3

At least 50% of the courses to complete the major may be taken online.

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

Formally add distance format.

5. **Date of departmental approval:** December 3, 2021

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Post-Baccalaureate Certificate in Speech-Language Pathology

Hegis Number: 1220

Program Code: 41760

Effective Term: Fall 2022

1. **Type of Change:** Description, Add Distance Format

2. **From:**

Post-Baccalaureate Certificate in Speech-Language Pathology

~~This certificate~~ provides the necessary prerequisite courses for students who have earned a bachelor's degree in another field and wish to apply to graduate school in Speech-Language Pathology. The certificate consists of six courses of ~~three credits each~~ that are commonly required by graduate programs.

Admissions:

The admission requirement for the certificate program is an earned bachelor's degree with a major other than communication sciences and disorders (or synonymously, speech-language pathology and audiology). Students who do not hold a bachelor's degree from a college where the language of instruction is English must earn a TOEFL (Test of English as a Foreign Language) score of at least 500 for admission.

Certificate Requirements

Completion of the following courses are required in the order listed below.

Number	Course Name	Credits
SPV 228	Introduction to Audiology	3
SPV 245	Articulatory Phonetics	3
SPV 247	Anatomy and Physiology of the Speech Mechanism	3
SPV 321	Language Acquisition	3

SPV 349	Speech and Hearing Science	3
SPV 327	Speech Pathology: Organic Disorders	3
	OR	or
SPV 326	Speech Pathology: Functional Disorders (prereq: SPV 321)	3

3. To

Post-Baccalaureate Certificate in Speech-Language Pathology

The post baccalaureate certificate is offered online and in-person. It provides the necessary prerequisite courses for students, who have earned a bachelor's degree in another field and wish to apply to graduate school in Speech-Language Pathology. The certificate consists of six, 3 credit-courses, which are commonly required by graduate programs.

Admissions:

The admission requirement for the certificate program is an earned bachelor's degree with a major other than communication sciences and disorders (or synonymously, speech-language pathology and audiology). Students who do not hold a bachelor's degree from a college where the language of instruction is English must earn a TOEFL (Test of English as a Foreign Language) score of at least 500 for admission.

Certificate Requirements

Completion of the following courses are required in the order listed below.

Number	Course Name	Credits
SPV 228	Introduction to Audiology	3
SPV 245	Articulatory Phonetics	3
SPV 247	Anatomy and Physiology of the Speech Mechanism	3
SPV 321	Language Acquisition	3
SPV 349	Speech and Hearing Science	3
SPV 327	Speech Pathology: Organic Disorders	3

	OR	or
SPV 326	Speech Pathology: Functional Disorders (prereq: SPV 321)	3

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

The on-line option was not included in the original proposal, so it does not appear in the bulletin correctly.

5. **Date of departmental approval:** 3/21/22

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Pathology and Audiology, B.A.

Hegis Number: 1220

Program Code: 79084

Effective Term: Spring 2023

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

2. **From:**

Speech Pathology and Audiology, B.A. (47.5-Credit Major)

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. Students must complete four 200 Level courses: SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; and SPV (LNG) 247) ~~and maintain a minimum cumulative index of 2.7 (B-) in these courses to remain in the major and to advance to 300 level courses, by permission only. Students who do not maintain a cumulative GPA of 2.7 in these first four 200-level courses may use them as a Minor in Speech Pathology and Audiology.~~

The required credits are distributed as follows:

	Credits
SPV 228 Introduction to Audiology	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 312 Bilingualism	3
SPV 321 Language Acquisition	3
SPV 326 Speech Pathology 1: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 349 Speech and Hearing Sciences	3
SPV 430 Introduction to Clinical Methods and Supervised Observation	3

Biological Science requirement:

	Credits
BIO 183 Human Biology	4
Or	
BIO 166 Principles of Biology: Cells and Genes	4

Social Science requirement:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology	3

Natural Science requirement:

	Credits
PHY 140 The Physics of Sound	3.5

Statistics requirement:

	Credits
MAT 132 Introduction to Statistics	4

Writing requirement:

	Credits
ENW 307 Health and Science Writing	3

3. To:**Speech Pathology and Audiology, B.A. (47.5-Credit Major)**

All applicants to the Major must first apply for admission to the College. After being admitted to the College, students apply to the Department of Speech-Language-Hearing Sciences to declare a Major in Speech Pathology and Audiology. Students must complete four 200 Level courses: SPV (LNG) 245; SPV (LNG 160) 246; SPV 228; and SPV (LNG) 247 to advance to 300 level courses.

The required credits are distributed as follows:

	Credits
SPV 228 Introduction to Audiology	3
SPV 245 Articulatory Phonetics	3
SPV 246 Introduction to Linguistics	3
SPV 247 Anatomy and Physiology of the Speech Mechanism	3
SPV 312 Bilingualism	3
SPV 321 Language Acquisition	3
SPV 326 Speech Pathology 1: Functional Disorders	3
SPV 327 Speech Pathology: Organic Disorders	3
SPV 349 Speech and Hearing Sciences	3
SPV 430 Introduction to Clinical Methods and Supervised Observation	3

Biological Science requirement:

	Credits
BIO 183 Human Biology	4
Or	
BIO 166 Principles of Biology: Cells and Genes	4

Social Science requirement:

	Credits
PSY 166 General Psychology	3
Or	
SOC 166 Fundamentals of Sociology	3

Natural Science requirement:

	Credits
PHY 140 The Physics of Sound	3.5

Statistics requirement:

	Credits
MAT 132 Introduction to Statistics	4

Writing requirement:

	Credits
ENW 307 Health and Science Writing	3

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

The rationale for eliminating the 2.7 GPA requirement is multifold:

1. Student attrition – students in the major, who cannot achieve a 2.7 GPA, are discouraged and opt to discontinue pursuing a BA degree altogether. Instead, students will be allowed to progress to the 300-level courses and be advised regarding variety of other MA programs in related fields (other than MA in SLP), where they can use the knowledge and skills acquired in the SLP-BA.
2. This change is part of a broader change to our major, developing a more holistic, inclusive degree in speech, language & hearing sciences that will prepare students for an MA in speech pathology as well as in other allied health professions.

5. Date of departmental approval: 3/24/2022

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

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite
2. **From:** ~~Strike through the changes~~

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	321
Course Title	Language Acquisition
Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247) and a 2.7 average across the four pre-requisite courses.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No

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

3. **To:** Underline the changes

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	321
Course Title	Language Acquisition

Description	Study of speech, language, and communication skills in typically developing children. Exploration of gender, multicultural, multilinguistic, and socioeconomic variations in language development. Analysis of the processes involved in language learning and use and the foundations of language and literacy from infancy through the school-age years to complex language development over the lifespan.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247)
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The rationale for eliminating the 2.7 GPA requirement is multifold:

3. Student attrition – students in the major, who cannot achieve a 2.7 GPA, are discouraged and opt to discontinue pursuing a BA degree altogether. Instead, students will be allowed to progress to the 300-level courses and be advised regarding variety of other MA programs in related fields (other than MA in SLP), where they can use the knowledge and skills acquired in the SLP-BA.
4. This change is part of a broader change to our major, developing a more holistic, inclusive degree in speech, language & hearing sciences that will prepare students for an MA in speech pathology as well as in other allied health professions.

5. Date of departmental approval: 3/24/22

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

DEPARTMENT OF SPEECH LANGUAGE HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite
2. **From:** ~~Strike through the changes~~

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	327
Course Title	Speech Pathology: Organic Disorders
Description	Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247) and a 2.7 average across the four pre-requisite courses.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

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

3. **To:** Underline the changes

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	327
Course Title	Speech Pathology: Organic Disorders
Description	Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders.

Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247)
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The rationale for eliminating the 2.7 GPA requirement is multifold:

1. Student attrition – students in the major, who cannot achieve a 2.7 GPA, are discouraged and opt to discontinue pursuing a BA degree altogether. Instead,

students will be allowed to progress to the 300-level courses and be advised regarding variety of other MA programs in related fields (other than MA in SLP), where they can use the knowledge and skills acquired in the SLP-BA.

2. This change is part of a broader change to our major, developing a more holistic, inclusive degree in speech, language & hearing sciences that will prepare students for an MA in speech pathology as well as in other allied health professions.

5. **Date of departmental approval:** 3/24/22

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

DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY

CURRICULUM CHANGE

1. **Type of Change:** Prerequisite
2. **From:** ~~Strikethrough~~ the changes

Department(s)	SLHS
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	SPV
Course Prefix & Number	349
Course Title	Speech and Hearing Sciences
Description	The physics and bioacoustics of speech production and perception, temporal and spectral analyses of vowels, consonants, prosody, and language differences; introduction to psychoacoustics and theories of speech production and perception.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247) and a 2.7 average across the four pre-requisite courses.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing)	NA

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:** Underline the changes

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	SPV
Course Prefix & Number	349
Course Title	Speech and Hearing Sciences
Description	The physics and bioacoustics of speech production and perception, temporal and spectral analyses of vowels, consonants, prosody, and

	language differences; introduction to psychoacoustics and theories of speech production and perception.
Pre/ Co Requisites	SPV 245 (LNG 245) and SPV 246 (LNG 160) and SPV 228 and SPV 247 (LNG 247)
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The rationale for eliminating the 2.7 GPA requirement is multifold:

1. Student attrition – students in the major, who cannot achieve a 2.7 GPA, are discouraged and opt to discontinue pursuing a BA degree altogether. Instead, students will be allowed to progress to the 300-level courses and be advised regarding variety of other MA programs in related fields (other than MA in SLP), where they can use the knowledge and skills acquired in the SLP-BA.
2. This change is part of a broader change to our major, developing a more holistic, inclusive degree in speech, language & hearing sciences that will prepare students for an MA in speech pathology as well as in other allied health professions.

5. Date of departmental approval: 3/24/22



Library, Technology and Telecommunications Committee Report

Library

- Library SUSPENDED Day Pass Reservation System effective March 28th. Simply Swipe your Lehman ID to enter Building. Please respect Library Policies.
- Suspension of Day Passes resulted in substantial uptick in Library visits. Between March 17th-April 6 – there were 3103 visits. Study Room Bookings and Concourse visits for Online Zoom Classes increased substantially.
- Group Study Rooms now available at 50% capacity. Third Floor Group Study Rooms may be reserved with LibCal for Two Students.
- Chat available 24-7, e-mail, telephone support also accessible to College community
- Library always available for research support during Final Exams

Information Technology

- We hope that the college community has had an opportunity to visit the updated version of CUNYfirst. The CUNYfirst upgrade includes a redesigned tile-based Home page with improved search and a mobile friendly design that adjusts to fit the display of your mobile device.
- Enhanced search capabilities making it easy to find information and functions.
- Learn more about the upgrade by visiting: lehman.edu/cunyfirst or visit your Bb Homepage and click on the CUNYfirst banner. If you have any issues, please let the Lehman help desk know and they will place a ticket with the central office.
- The IT division continues provides additional technical demos of Hy-flex teaching spaces upon request. The college plans to complete the upgrade of approx. 90 classrooms during the summer in preparation for the fall semester.
- Tech Fee Committee has completed the process of reviewing submitted proposals. The final recommendations will be presented to President Delgado for review and approval. Thanks to the students, faculty and staff who contributed to the committee. Tech Fee funds generally become available after July 1.

Blackboard

- Members of the university community will be viewing demonstrations from the three vendors who have been chosen to present their Learning Management Systems to CUNY. The demonstrations will take place May 5th, 6th and 13th.
- Fall courses will be appearing on faculty Bb Homepages around June 10th. I am currently making some final adjustments on our Lehman course template

- The 2022 Bronx Ed Tech Showcase is scheduled for Friday, May 6th. This virtual event is open to the CUNY Community. The Showcase is a collaborative event between the three Bronx CUNY Colleges. President Delgado will be participating in our first President's Panel. Our Keynote Speaker is: Jonathan Gagliardi, Assistant Vice Chancellor for Academic Effectiveness and Innovation. The theme of the 2022 Showcase is: ***Balancing Learning Modalities: Equity, Access and The Future of Higher Ed***

Online Education

- The Office of Online Education is working with participating faculty in The Course Design Institute. The program is designed to assist faculty in the redesign of their courses for Bb

Lehman College
The City University of New York

Campus Life and Facilities Committee Report

AGENDA ITEMS:

1. UPDATES

- a. Student Representation, Esther, was present and there were no student concerns.
- b. Random Testing Program
 - i. No changes yet about whether random testing will continue during the Summer 2022 and Fall 2022 semester. This will be up to the jurisdiction of CUNY Central
 - ii. If students receive an email that they were selected to randomly test, students can still go to class until that 7th day. Students should check their SPAM folder as emails may go to SPAM.
- c. Robin Auchincloss, Director of Campus Life & Facilities
 - i. **CAMPUS CONSTRUCTION & UPGRADES:**
 1. Nursing Building – steel is has topped out they are now pouring the cement on each floor
 2. Carmen Lecture Halls will go through upgrades – three lecture halls in Carman will be going through upgrades where one hall will be closed at a time during these upgrades.
 3. Commencement – Building and Grounds are working on vendors for the tents and seating.
 4. Fuel oil tanks replacement project, at the central plant, is nearing completion.
 5. Davis Hall first floor renovation for Social work – project is under construction project is scheduled to take 14 months. When the project is completed staff will move from Carman Hall.
- d. **FOOD SERVICES:**
 - i. Jen will meet with Vani and Lucy regarding the new vendor for the college for the large cafeteria and report back to John Ongley the new chair of the Campus Life and Facilities Committee.
 1. Vani and Lucy came to talk to the committee about plant-based vendors for avkannan@gmail.com; lucymercadomu@gmail.com the cafeteria. Vani: works around food justice and shared several, healthy, plant-based food vendors that could be a potential vendor for the large cafeteria. The question is – how can we plug in to these affordable, local plant-based organizations?
 - a. Next Stop Vegan, No Carne Bodega, Botanical Market, Vegan's Delight, Healthy Fresh, Ceremony Cerebellum, Break Bread Not Hearts, Woke Foods. Break Bread Not Heart's and Ceremony Cerebellum work together.

- b. Chilis on Wheels (contact Eloisa: Eloisa@chilisonwheels.org - she would be happy to speak with you) – <https://www.chilisonwheels.org/> Chilis on Wheels is a vendor and has been an advocate for creating plant-based options in K-12 schools.
- c. Blackricanvegan
https://instagram.com/blackricanvegan?utm_medium=copy_link

Lehman Senate Budget Committee Report

Based on committee meeting on 4/27/2022

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

Senators

Haiping Cheng
Mia Budescu

Alexander Nunez Terres

Theresa Lundy

Monica Duncan
(Rick DesRochers)

Ruth Wangerin

FP&B members

Brian Murphy
Dene Hurley

Marie Marianetti

Wesley Pitts

Carl Mazza

Administration

Peter Nwosu
Rene Rotolo

Bethania Ortega

Bold font indicate the presence

Students

Beatrice Donkor

John Soto

Olivia Opoku

Jamie Price

Sahari Vasquez

Sandra Mathura

Guests: Ronald Banks, Brandon Begarly

The Budget committee meeting was called to order at 1:10 pm by Haiping Cheng on April 27, 2022

- **Budget update:** VP Rotolo and Budget Director Ortega
 - No major changes in budget
 - Concern of tuition collection is noted
 - SP 22 tuition collection: 63.5%
- **Provost report/Grant Office Report:**
 - Grant office update: Brandon Begarly, director,
 - Update: FY 2022: Grant reach \$15M
 - Enrollment report :
 - Presented by Ronal Banks
 - Prepared by Reine Sarmiento, Interim Vice Chancellor of Enrollment Management, CUNY
- **Lehman College Auxiliary Enterprise Corp report: VP Rotolo**
- **Long-term and capital financial report: VP Rotolo**

Enrollment report Reine Sarmiento
Interim Vice Chancellor of Enrollment Management
City University of New York
4/27/2022

Spring 21 to Spring 22 comparison

FTE's	Spring 2021	Spring 2022
UGRD	9193	8707
GRAD	1304	1100
Total	10497	9807

Fall 22 to Spring 22 comparison

FTE's	Fall 2021	Fall 2022
UGRD	9428	9265
GRAD	1164	1239
Total	10592	10504

Enrollment report Reine Sarmiento
 Interim Vice Chancellor of Enrollment Management
 City University of New York
 4/27/2022

Enrollment Projections	Fall '21	Spring'22
Continuing Matriculated Students		
Regular Degree Undergraduate	7401	8571
SEEK/CD Undergraduate	585	688
Degree Graduate Students	1238	1479
Doctoral Students	19	12
Total	9243	10750
New Matriculated Students	Fall '21 Final	Spring'22
Regular First-Time Freshmen	1382	107
SEEK/CD First-Time Freshmen	203	0
Regular Undergraduate Readmits	417	315
SEEK/CD Readmits	6	7
Regular Transfers	1608	917
SEEK/CD Transfers	35	18
New Graduate Students	634	149
Graduate re-admits	22	7
Doctoral Students	7	7
Total	4314	1527
Non-Degree Students	Fall '21	Spring'22
Nondegree Undergraduate	887	982
Nondegree Graduate Students	111	78
Total	998	1060
	Fall '21	Spring'22
Total Enrollment	14555	13337

Auxiliary Enterprise Budget FY2022

VP Rotolo, 4/27/2022

	FY 2022 Adopted Budget	FY22 Current Modified Budget As 2/28/2022	FY2022 YTD Revenue 3/31/22	Variance Current Modified vs. FY22 YTD Revenue
<u>Revenue:</u>				
Total Revenues:	1,211,066	1,211,066	381,470	(829,596)
Expenditures	FY22 Adopted Budget	FY22 Current Modified Budget As 2/28/2022	FY2022 YTD Expenditures 3/31/22	Variance Current Modified vs. FY22 YTD Expenditures
Grand total expenditures	1,211,066	1,211,066	603,044	608,021
Variance (Over)/Under			(221,574)	

Lehman Five-Year New York State Capital Request FY23-27

VP Rotolo, 4/27/2022

Lehman College

Five Year Capital Plan

Amounts in thousands/Projects in priority order

Project Name	FY 22-23		FY 23-24		FY 24-25		FY 25-26		FY 26-27		Five Year Need
	Phase	Need	Phase	Need	Phase	Need	Phase	Need	Phase	Need	Total
Library Upgrade Ph. II	D	\$2,000	C	\$9,800		\$0		\$0		\$0	\$11,800
Campus-Wide Technology Infrastructure Upgrade Ph. I	C	\$3,250		\$0		\$0		\$0		\$0	\$3,250
Pedestrian Bridge	D	\$7,500	D	\$1,000		\$0		\$0		\$0	\$8,500
Old Gym - Window Replacement	C	\$3,000		\$0		\$0		\$0	\$3,000		
Campus-Wide Emergency Power System Upgrade (Phase II)	C	\$6,500	C	\$4,800		\$0		\$0		\$0	\$11,300
Carman Hall Univent and Fan Coil Replacement		\$0	C	\$6,000		\$0		\$0		\$0	\$6,000
Carman Hall Plaza and MER Roof Replacement		\$0	C	\$1,000		\$0		\$0		\$0	\$1,000
Capital Renewal		\$22,250		\$22,600		\$0		\$0		\$0	\$44,850

All Budget committee meetings have
been completed for this year.

Thank all the committee members

Best of luck with the end of semester
Enjoy the summer

Academic Assessment Committee Report

Lehman College, The City University of New York

Victor M. Brown, Ph.D., M.B.A., Associate Provost for Academic Programs and Educational Effectiveness

Review of 2022 AY Assessment Plans

- Was substantially completed at the time of the meeting
- Follow-up discussions with some assessment coordinators has occurred subsequent to their receiving the feedback
- The AAC will review the process in a future meeting to see what went well and what could be improved (continuous improvement)

Half-Day Assessment Event

- Discussed the possible format
- Lack of lead time is an issue
- Suggested use of a faculty member from CUNY as a substitute for an external keynote speaker if such a speaker cannot be obtained
- Welcomes such events on an annual basis, even if the first one is next academic year

AY 2022-2023 Workshops

- Preliminary discussion took place
- Workshops for past two academic years were discussed
- There is a need for a workshop on benchmarks and benchmarking
- Idea of providing periodic School-specific workshops and lead time was discussed

Improvement of Assessment

Various ideas included the following:

- Inventory of data so that faculty know where to find data that could inform their assessment
- Working with assessment coordinators to show them how to publish assessment work in relevant journals
- Cross-unit discussions e.g., Student Affairs and Academic Programs
- Development of a “Guidance” document to ground assessment expectations in policy and provide a common framework
- The need to broaden assessment discussions beyond assessment coordinators

Next Meeting

May 5th at 2:00 PM