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**Minutes of
The Lehman College Senate Meeting
Wednesday, November 7, 2018
Senate Meeting**

Senators Present: Ahmed-Tay, S.; Ali, S.; Allison, A.; Amend, A.; Austin, L.; Badillo, D.; Bazile, S.; Bergmann, R.; Britt, K.; Budescu, M.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Clever, R.; Collett, J.; Cruz, J.; Daley, K.; Deckman, S.; DeLaCruz, B.; Deprince, A.; Dominguez, V.; Farrell, R.; Fera, J.; Finger, R.; Forde, A.; Fortunato-Tavares, T.; Garcia-Otero, N.; Guzman, M.; Hernandez, T.; Jervis, J.; Johnson, M.; Jones, B.; Kolade, B.; Machado, E.; Magdaleno, J.; Mahon, J.; Mak, W.; Marianetti, M.; McCabe, J.; McKenna, C.; Mercado, W.; Mills, P.; Munch, J.; Navarro, V.; Oh, H.; Olewuike, J.; Olumuyide, E.; Paniagua, S.; Prince, P.; Prohaska, V.; Punu, K.; Qian, G.; Registe, K.; Rivera, R.; Rivera-McCutchen, R.; Rodriguez-Allie, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sailor, K.; Sakibou, A.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Scott, K.; Sekyere, R.; Sisselman, A.; Somwar, D.; Tananbaum, D.; Trimarchi, Y.; Valentine, R.; Wangerin, R.; Washington, W.; Wynne, B.; Yates, S.; Yavuz, D.

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Senators Absent: Alborn, T.; Ali, T.; Alto, A.; Blachman, S.; Boston, N.; Cervantes, J.; DeJaynes, T.; DiBello, M.; Doyran, M.; ; Graulau, J.; Greaves, T.; Hyman, D.; MacKillop, J.; Markens, S.; Martín, Ó.; Moreno, Q.; Musah, S.; O’Dowd, M.; Ohmer, S.; Reyes, N.; Rice, A.; Sauane, M.; Tavares, J.; Waring, E.

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The meeting was called to order by President José L. Cruz at 3:32 p.m.

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1. Approval of the Minutes

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The minutes of the October 10, 2018 Senate meeting were approved by voice vote with the following amendments: (1) that line 42 clarify that the Phase 2 project is in reference to the Science Building and (2) that line 97 clarify that the proposal is in reference to the Nursing Department.

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2. Announcements and Communications

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a. Report of the President

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Dr. Cruz welcomed all to the Senate. He referred to the 2018 U.S. midterm elections and gave prominence to Letitia A. James, who Dr. Cruz informed was not only the first woman and person of color to be elected to statewide office as New York Attorney General, but is also a Lehman College alumna.

39 Dr. Cruz extended his appreciation to all for their dedicated and intense effort to provide
40 feedback to the Middle States accreditation process; he expressed that the responses were
41 both thoughtful and helpful. Dr. Cruz explained that the executive committee of the steering
42 committee and lead writer, Chief Librarian Kenneth Schlesinger, would be working to
43 integrate all of the input accordingly. The new draft with the incorporated changes, as Dr.
44 Cruz explained, would be presented to the Self-Study Steering Committee on November 14th
45 for review, recommendation, and approval. He informed that the draft would also be
46 presented to the chair of the site-visit team, who would be on campus on December 7th, to
47 provide additional feedback. The final self-study report, Dr. Cruz added, would be presented
48 in February to the entire site-visit team in anticipation of their site visit starting April 7th and
49 concluding on April 10th. Dr. Cruz also informed that the executive committee would look
50 towards the endorsement of the Senate before the self-study is finalized and presented to
51 Middle States.

52
53 **b. Student Legislative Assembly—**

54 Ms. Nadia Baba greeted everyone. She acknowledged the efforts of the Student Government
55 Association (SGA) as well as the efforts of student senators for not only hosting a successful
56 Halloween party, but for breaking the record in attendance at a whopping 438 students. Ms.
57 Baba went on to advise all to be on the lookout for a Thanksgiving event hosted by SGA.

58
59 Ms. Baba informed all that she and a selected group of students would be meeting with the
60 chair of Middle States on December 7th to discuss how proficient the College is as a campus.

61
62 Ms. Baba gave a special thanks to Dr. Cruz for the thank you letters he wrote to the newly
63 elected senators.

64
65 **REPORTS OF STANDING COMMITTEES—**

66
67 **1. Graduate Studies**

68 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:
69 Biological Sciences; Counseling, Leadership, Literacy and Special Education; Health Sciences;

70 Middle and High School Education; and Music, Multimedia, Theatre and Dance. The proposals were
71 approved by unanimous voice vote.

72

73 See Attachment I

74

75 The next meeting was scheduled for Wednesday, December 5, 2018 at 11:00 a.m. in CA B33A.

76

77 **2. Governance Committee**

78 Professor Duane Tananbaum presented a slate of student nominees to serve as senators on the Senate
79 Standing Committees. He informed all that the slate would supersede the one approved last month
80 at the October 10, 2018 Senate. Prof. Tananbaum then proceeded to a vote. All nominees were
81 approved by unanimous voice vote.

82

83 See Attachment II

84

85 The next meeting was scheduled for Thursday, November 29, 2018 at 1:00 p.m. in CA 201.

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

87 Professor Penny Prince provided a dashboard on freshman enrolled for the fall of years 2017 and
88 2018. She discussed the differences between each and noted that there was a major change in OSS
89 admits; she also pointed out that there was a total of 231 OSS admits in 2017 and 117 OSS admits
90 in 2018. Professor Duane Tananbaum asked for clarification as to why that was. Prof. Prince referred
91 the matter to the VP of Enrollment Management, Reine Sarmiento.

92

93 VP Sarmiento discussed in further detail the changes. She explained that part of the change in the
94 way the College looked at enrolled freshman for years 2017 and 2018 was the focus on regular
95 admits and improving the conversion. VP Sarmiento explained that she, Director of Admissions
96 Laurie Austin, and the Admissions office vigorously reached out to the admitted applicants in the
97 regular band to ensure that they were accepted. VP Sarmiento went on to explain that as a result, the
98 College admitted less than 10% of the OSS group. She shared that the intentions were to keep true
99 to their word, to expand the freshman class, and to focus on academic quality and preparedness for
100 students.

101

102 Prof. Prince informed all that the committee would be receiving further information on students
103 accepted under OSS from the Director of Institutional Research, Planning, and Assessment, Ray
104 Galinski. She explained that this information would reveal how many credits were attempted by
105 OSS students and how many credits were earned. She went on to introduce the subcommittee report
106 on freshman admissions and asked that the subcommittee elaborate on the analyses and findings.

107

108 Professor Sandra Campeanu reported that the data was drawn from freshmen that began at Lehman
109 from 2013 to 2016, which was compared to data drawn from freshman that began at Lehman in
110 2017. She explained that the main findings were that OSS students earned fewer credits than SEEK
111 and regular admit students during the first semester. Prof. Campeanu also noted that the differences
112 no longer existed for the 2013 to 2016 group during the second semester. She explained that the
113 subcommittee requires spring information for the 2017 cohort in order to form a reliable conclusion.
114 Professor Kevin Sailor added to the report and informed that the students' SAT scores were not
115 predictive of student success; he suggested that in light of this information and with regard to the
116 current admissions policy that such be taken into consideration.

117

118 Prof. Prince pointed out that the analyses required a cost analysis to determine the number of OSS
119 students the College can afford to support in light of budgetary constraints. Dr. Cruz suggested that
120 it would be important to discuss and view the costs of student admissions from a broader lens, and
121 informed all that he would reach out to the Deputy Chief Financial Officer at CUNY, Christina
122 Chiappa, for this purpose.

123

124 See Attachment III

125

126 **4. Undergraduate Curriculum**

127 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:
128 Biological Sciences; Earth, Environmental and Geospatial Sciences; Economics and Business;
129 Health Sciences; Latin American and Latino Studies; Music, Multimedia, Theatre, and Dance; and
130 Nursing. Professor Duane Tananbaum moved that the Nursing proposal be removed from the list of
131 curriculum changes due to the concerns raised at the last meeting of the Senate. The motion was
132 approved by unanimous voice vote.

133 Prof. Rosenberg proceeded to a vote for curriculum changes in the following departments: Biological
134 Sciences; Earth, Environmental and Geospatial Sciences; Economics and Business; Health Sciences;
135 Latin American and Latino Studies; and Music, Multimedia, Theatre, and Dance. The proposals
136 were approved by unanimous voice vote.

137
138 Prof. Tananbaum moved that there be a discussion on striking the final sentence underlined in section
139 three of the Nursing proposal. The motion was approved by unanimous voice vote and a discussion
140 ensued. There were many concerns about the proposal being unfair to students and many also felt
141 that passing the proposal without a course change would be unnecessary considering its original
142 intent. Prof. Tananbaum withdrew his motion to remove the final sentence of the proposal and it was
143 moved that the proposal be voted on as presented. The proposal was rejected by majority voice vote.

144
145 See Attachment IV

146
147 The next meeting was scheduled for Wednesday, November 14, 2018 at 1:00 p.m. in SC 1405A.

148 149 **5. Academic Freedom**

150 There was no report. Professor David Manier briefed that the committee would be working on a
151 report to present to the Senate next semester. He explained that the report would focus on the impact
152 of the increase in adjunct professors on academic freedom.

153
154 The next meeting was scheduled for Wednesday, November 28, 2018 at 3:30 p.m. in GI 103.

155 156 **6. Library, Technology, and Telecommunication**

157 Mr. Stephen Castellano presented the report and brought announcements from the Library, Division
158 of Information Technology, and concerning Blackboard.

159
160 See Attachment V

161
162 The next meeting was scheduled for Wednesday, December 5, 2018 at 11:00 a.m. in CA B75

163 164 **7. Campus Life and Facilities**

165 There was no report.

166
167 The next meeting was scheduled for Wednesday, December 5, 2018 at 2:30 p.m. in Shuster B-018.

168
169 **8. Budget and Long-Range Planning**

170 There was no report.

171
172 The next meeting was scheduled for Wednesday, November 14, 2018 at 1:30 p.m. in Shuster 336.

173
174 **9. University Faculty Senate Report**

175 Professor Ruth Wangerin reported on the November 6, 2018 Plenary Session of the University
176 Faculty Senate.

177
178 See Attachment VI

179
180 The next Plenary Session is scheduled for December 11, 2018 at 6:30 p.m. at CUNY Central.

181
182 Old Business----None.

183
184 New Business-----None.

185
186 **ADJOURNMENT**

187 President Cruz adjourned the meeting at 4:43 p.m.

188
189 Respectfully submitted:

190
191 Esdras Tulier

Student Nominees for Senate Committees - 11-7-18

Graduate Studies Committee

Ashley Allison
Alicia Rodriguez-Allie
Kristian Punu

Undergraduate Curriculum Committee

Samirah Ahmed-Tay
Kiana Daley
Sumana Ali

Academic Freedom Committee

Tesfa Greaves
Karen Britt
Emanuella Saforo

Library, Technology and Telecommunications Committee

Brian Jones

Campus Life and Facilities Committee

Rene Clever
Jordanna Jervis
Quameisha Moreno

Budget and Long Range Planning Committee

Brysoily De la Cruz
William Washington
Nasley Garcias-Otero

Admissions, Evaluation and Academic Standards Committee

Amie DePrince
Salsabeela Musah
Reginald Sekyere

Governance Committee

Kiana Registe
Nadia Baba
Rebecca Rivera

**Committee on Admissions Evaluations and Academic Standards (CAEAS)
Subcommittee Interim Report**

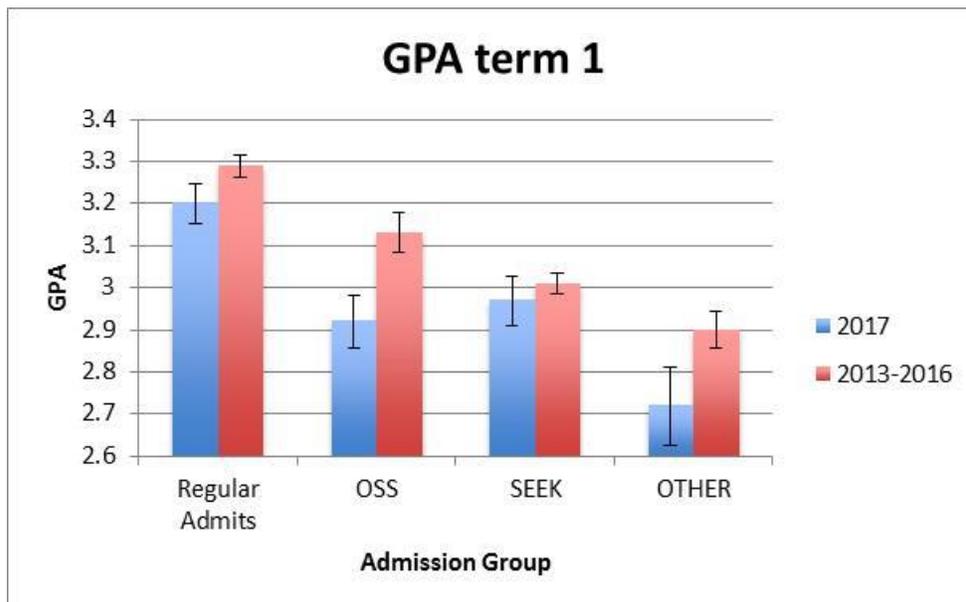
October 11, 2018

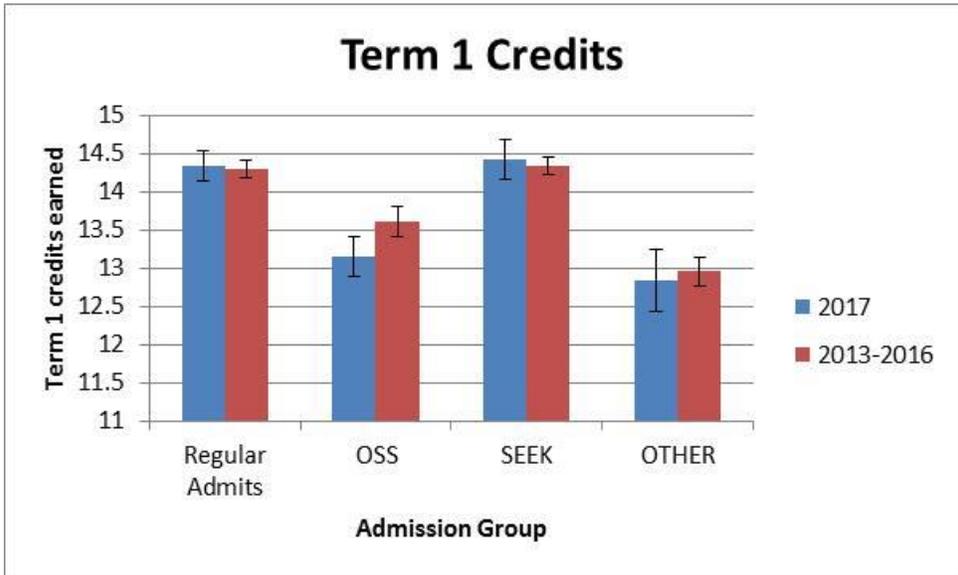
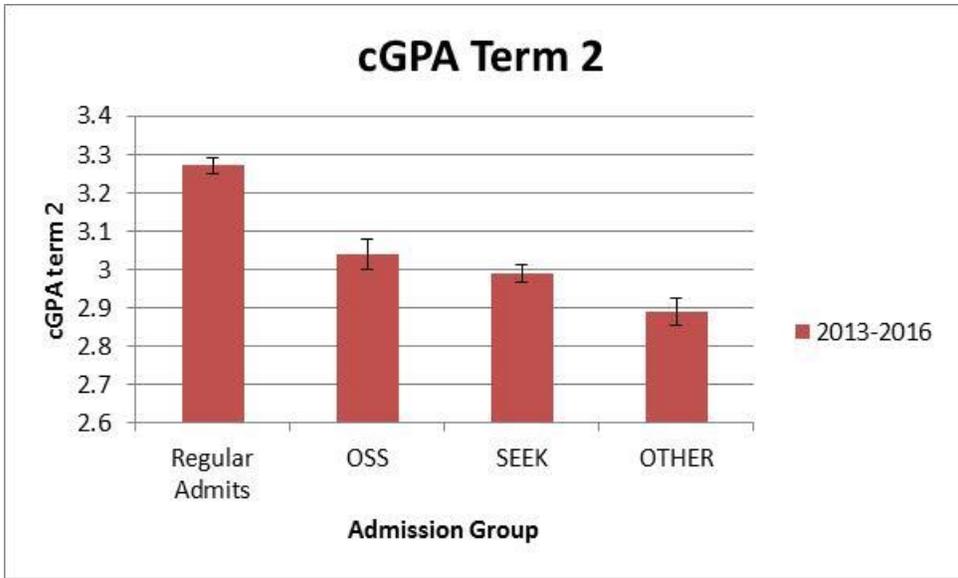
CAEAS Subcommittee members: Linda Scheetz, Sandra Campeanu, Liliana Calvet, Kevin Sailor, Hari Pant, Jennifer Mackenzie, Dimitra Karabali, Daniel Kabat

This CAEAS Subcommittee received admissions data and some outcome data for two groups of students: freshmen that began at Lehman in 2017 and freshmen that began at Lehman from 2013-2016. Our goals were two-fold:

- 1) to determine whether the larger proportion of OSS students in the 2017 class impacted performance;
- 2) to examine admissions criteria more generally, to see if we are using the best criteria in terms of performance prediction.

1) We compared across categories (Regular, OSS, SEEK) for both the 2017 group and the 2013-2016 group. For the 2017 group, it is important to note that we only analyzed one semester of outcome data. Findings showed that Regular admit students had significantly higher GPAs than OSS and SEEK students, who performed comparably. For term 1 credits, Regular admits and SEEK students both earned significantly more credits than OSS students. The 2013-2016 group showed similar outcome data for both GPA in term 1 and credits earned in term 1. For this group, we were also able to analyze cGPA for term 2. Again, Regular admits had significantly higher cGPAs than both SEEK and OSS students, but OSS students and SEEK students had comparable cGPAs in term 2.





Therefore, in terms of the categories, preliminary analyses on only 1 term's worth of data shows us that OSS students were comparable in terms of GPA to SEEK students, but that they earned fewer credits. This is not a change from the 2013-2016 group, but does signify that if the OSS group increases in size, a larger proportion of students will be earning fewer credits, than previous years. This difference went away after the first semester for the 2013-2016 group, so we need to track this cohort to see if the same occurs for the 2017 freshman class.

2) Findings from analyses of both the 2017 group and the 2013-2016 group suggest that, if using CAA and CPI as admissions criteria, adding SAT as a criterion does not improve the predictability of success.

It is also worth noting that, of the various math scores (Regents, Compass scores, Common Core, M5/M6) and high school English data that was also provided to us, high school (HS) English was the best predictor of success for both the 2017 group and the 2013-2016 group.

Overall, therefore, in terms of admissions criteria in general, CAA and HS English (and CPI to some extent) seem to be the factors that best predict success.

Lastly, we also looked at acceptance rates by high schools and checked to see if they correlated with either CAA and/or SAT scores. The purpose here is to determine whether schools from which we accept a larger number of students tend to send us students with higher CAAs or higher SATs. We found that CAA does not relate to acceptance but SAT does relate to it. This would suggest that we might be relying too much on SAT as an admission criterion, since another analysis (above) found that SAT did not add anything to our prediction models once CAA was included. However, it was reported at the by the UFS representative to the Lehman Senate, at the meeting on October 10, 2018, that CUNY is planning to move away from relying on SAT scores as admissions criteria; our findings support this plan.

The subcommittee has also requested the following data: credits attempted (currently, we have only credits earned), spring results for the 2017 fall freshman class and a cost analysis.

We would like to look at credits attempted to determine whether OSS students are attempting as many credits as SEEK students and Regular admits and then dropping some, or whether OSS students are attempting fewer credits.

Overall, we feel that it is important to track the 2017 freshman cohort to gain more data. Currently, we have only analyzed one semester's worth of outcomes for this group; looking at spring results as well would make our analyses more reliable. In addition, spring outcome data would also allow us to investigate dismissal rates.

Finally, a cost analysis is needed. To that end, the subcommittee welcomes two new members from the Department of Economics and Business – **Sean Stein Smith and Juan de la Cruz** – who will conduct the appropriate cost analysis so that we can project how many OSS students the college can afford to support, given budgetary constraints.

VARIABLE LEGEND:

cGPA = cumulative grade point average

CAA = college admissions average

CPI = college preparation index

**Committee on Admissions Evaluations and Academic Standards (CAEAS)
Subcommittee Interim Report****September 17, 2018****CAEAS Subcommittee members: Linda Scheetz, Sandra Campeanu, Liliana Calvet, Kevin Sailor, Hari Pant, Jennifer Mackenzie, Dimitra Karabali, Daniel Kabat**

This CAEAS Subcommittee received admissions data and some outcome data for two groups of students: freshmen that began at Lehman in 2017 and freshmen that began at Lehman from 2013-2016. Our goals were two-fold:

- 1) to determine whether the larger proportion of OSS students in the 2017 class impacted performance;
- 2) to examine admissions criteria more generally, to see if we are using the best criteria in terms of performance prediction.

All analyses are reported below, including statistics.

Goal 1: to determine whether the larger proportion of non-regular admit students (particularly an increase in OSS students) in the 2017 class impacted performance.

We compared across categories (Regular, OSS, SEEK, OTHER, INCOMPLETE) for both the 2017 group and the 2013-2016 group. We conducted an independent-measures analysis of variance (ANOVA) between categories for each outcome measure in order to determine whether any performance indicators were significantly affected by the larger proportion of OSS students in the 2017 group.

2017 group. Given that only outcome data for the 2017 fall semester was provided, we report here the results for the following variables: GPA term 1 and term credits for semester 1. For GPA, regular admits ($M=3.20$, $SD=0.84$) did significantly better than OSS ($M=2.92$, $SD=0.96$) and SEEK students ($M=2.97$, $SD=0.88$), who performed comparably, $F(4,914) = 7.29$, $p<0.001$, $\eta^2=.031$. [NOTE: all three groups did significantly better than the OTHER group who had a mean GPA of 2.72 and a standard deviation of 1.03.] For term credits, regular admits ($M=14.34$, $SD=3.39$) and SEEK students ($M=14.42$, $SD=3.86$) both earned significantly more credits than OSS students ($M=13.15$, $SD=3.93$), $F(4,914) = 6.81$, $p<0.001$, $\eta^2=.029$. [NOTE: Regular admits and SEEK students also earned significantly more credits than the OTHER category, who earned an average 12.84 credits, with standard deviation 4.45.]

2013-2016 group. We had more outcome data for this group, so we report here the results for the following variables: cGPA term 1, cGPA term 2, term credits term 1, cumulative credits term 1, cumulative credits term 2 and cumulative credits year 2. A similar ANOVA showed a significant effect of category on all outcome variables. *

--For cGPA term 1, Regular admits ($M=3.29$, $SD=0.74$) did significantly better than both SEEK students ($M=3.01$, $SD=0.76$) and OSS students ($M=3.13$, $SD=0.81$), while OSS

did significantly better than SEEK. In addition, Regular admits and OSS students did significantly better than students in the OTHER group (M=2.90, SD=0.92).

--For cGPA term 2, Regular admits (M=3.27, SD=0.59) did better than both SEEK students (M=2.99, SD=0.62) and OSS students (M=3.04, SD=0.62), but OSS and SEEK were comparable. Again, Regular admits and OSS students did significantly better than students in the OTHER group (M=2.89, SD=0.71).

--For term credits in term 1, Regular admits (M=14.30, SD=3.37) and SEEK students (M=14.34, SD=3.39) both earned more credits than OSS students (M=13.61, SD=3.53) and students in the OTHER group (M=12.96, SD=3.95).

--For cumulative credits in term 1, Regular admits (M=15.81, SD=5.06) earned significantly more credits than SEEK students (M=14.41, SD=4.19), OSS students (M=14.52, SD=4.59) and students in the OTHER group (M=14.05, SD=5.01). Students in the SEEK, OSS and OTHER groups did not significantly differ from each other on this outcome variable.

--For cumulative credits in term 2, Regular admits (M=29.93, SD=7.53) earned significantly more credits than SEEK students (M=27.30, SD=6.52), OSS students (M=27.56, SD=6.47) and students in the OTHER group (M=26.90, SD=7.27). Students in the SEEK, OSS and OTHER groups did not significantly differ from each other on this outcome variable.

--For cumulative credits in year 2, Regular admits (M=49.84, SD=17.02) earned significantly more credits than SEEK students (M=45.82, SD=14.82), OSS students (M=44.70, SD=15.75) and students in the OTHER group (M=44.26, SD=15.48). Students in the SEEK, OSS and OTHER groups did not significantly differ from each other on this outcome variable.

Therefore, in terms of the categories, preliminary analyses on only 1 term's worth of data shows us that OSS students were comparable in terms of GPA to SEEK students, but that they earned fewer credits. This is not a change from the 2013-2016 group, but does signify that if the OSS group increases in size, a larger proportion of students will be earning fewer credits, than previous years. This difference went away after the first semester for the 2013-2016 group, so we need to track this cohort to see if the same occurs for the 2017 freshman class.

Goal 2: to examine admissions criteria more generally, to see if we are using the best criteria in terms of performance prediction.

2017 group. We conducted a linear regression to see which admissions criteria (CAA, SAT, CPI) were useful in predicting performance. We found that CAA and CPI predict cGPA term1 and term credits semester 1, but SAT doesn't add much predictive power to the model. This means that CAA predicted a significant amount of variability (given by

R^2) in cGPA term 1 and term credits semester 1. When SAT was added to this model, there was a negligible change in the amount of variability accounted for (R^2 change). When CPI was added, this variable did account for a significant increase in the amount of variability accounted for. This suggests that, if using CAA and CPI as admissions criteria, adding SAT as a criterion does not improve the predictability of success. (Analyses attached.)

Also, HS English is significantly correlated with and therefore significantly predicts cGPA term 1, but adding any other predictor (various Regents and Common Core scores as well as M5/M6) does not increase the accuracy of the cGPA term 1 prediction significantly. (Analyses attached.)

2013-2016 group. We conducted stepwise regression analyses (based on t values to determine order) and found that CAA (and CPI and least of all SAT) predict cGPA term 1, cGPA term 2 (larger R^2 than for term 1) and term 1 credits. For all three outcome variables, adding SAT scores to the model produced an improvement in predicted variability of less than 0.5%. This suggests that, if using CAA and CPI as admissions criteria, adding SAT as a criterion does not improve the predictability of success. (Analyses attached.)

For the 2013-2016 group, we also explored whether HS English and the various Regents and Compass scores correlated with cGPA term 1, cGPA term 2 and term 1 credits. In all cases, HS English was the most highly correlated with the outcome variables and was a significant predictor of success. The next best correlated predictor variable was Compass Trigonometry Scores. (Analyses attached.)

Lastly, we also looked at acceptance rates by high schools and checked to see if they correlated with either CAA and/or SAT scores. We found that CAA does not relate to acceptance at all. SAT does appear to be related to acceptance, which might be a problem given that the other analysis (above) found that SAT did not add anything to our prediction models once CAA was included.

Overall, therefore, in terms of admissions criteria in general, CAA and HS English (and CPI to some extent) seem to be the factors that best predict success. Unfortunately, SAT scores correlate with acceptance rates, while CAA does not correlate with acceptance rates. This suggests that we might be relying more so on SAT scores as admission criteria, even though SAT scores were not found to improve predictions of performance when CAA was already taken into account.

The subcommittee has also requested the following data: credits attempted (currently, we have only credits earned), more explanation about the "other" category, spring results for the 2017 fall freshman class and a cost-benefit analysis.

We would like to look at credits attempted to determine whether OSS students are attempting as many credits as SEEK students and Regular admits and then dropping some, or whether OSS students are attempting fewer credits.

Overall, we feel that it is important to track the 2017 freshman cohort to gain more data. Currently, we have only analyzed one semester's worth of outcomes for this group; looking at spring results as well would make our analyses more reliable. In addition, spring outcome data would also allow us to investigate dismissal rates.

Finally, a cost analysis is needed. What is the cost per student? We want to know this for each category so that we can project how many OSS students we can afford given budgetary constraints.

*Cumulative GPA term 1: $F(4,2506)=21.51$, $p<0.001$, $\eta^2=.033$
Cumulative GPA term 2: $F(4,2173)=29.88$, $p<0.001$, $\eta^2=.052$
Term credits in term 1: $F(4,2519)=23.36$, $p<0.001$, $\eta^2=.036$
Cumulative credits term 1: $F(4,2514)=16.63$, $p<0.001$, $\eta^2=.026$
Cumulative credits term 2: $F(4,2368)=19.41$, $p<0.001$, $\eta^2=.032$
Cumulative credits year 2: $F(4,2173)=10.79$, $p<0.001$, $\eta^2=.019$

VARIABLE LEGEND:

cGPA = cumulative grade point average

CAA = college admissions average

CPI = college preparation index

**Enrolled Freshman
Dashboard**

Distribution of
Enrolled First Time
Freshman by
Admissions
Category

Fall 2018

Category	Count	Count %	CAA Avg	CAA SD	SAT Avg	SAT SD	SAT MATH Avg.	SAT Verbal Avg.	CPI Avg.	CPI SD
REGULAR(BAND 1)	72	7.1%	88.6	2.7	930	7.7	450	480	16.3	1.7
REGULAR(BAND 2)	377	37.4%	88.0	3.4	1020	50.1	506	514	17.1	1.7
REGULAR(BAND 3)	40	4.0%	88.8	4.6	1219	80.0	612	607	18.5	1.9
REGULAR(BAND 4)	5	0.5%	78.5	0.3	1258	100.8	624	634	17.1	2.1
SEEK	209	20.7%	82.1	12.3	873	139.6	426	448	15.1	3.0
OSS	117	11.6%	86.3	4.1	964	45.3	451	511	15.6	1.9
Other	187	18.6%	84.1	4.2	974	73.8	476	499	15.5	2.5
Incomplete Info.	1	0.1%								
Grand Total	1,008	100.0%								

Fall 2017

Category	Count	Count %	CAA Avg	CAA SD	SAT Avg	SAT SD	SAT MATH Avg.	SAT Verbal Avg.	CPI Avg.	CPI SD
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REGULAR(BAND 1)	32	3.5%	89.1	2.8	932	8.3	460	474	16.3	1.5
REGULAR(BAND 2)	207	22.6%	87.9	3.4	1022	53.0	515	506	17.5	2.1
REGULAR(BAND 3)	36	3.9%	90.2	4.6	1236	78.6	623	613	18.8	2.1
REGULAR(BAND 4)	8	0.9%	78.7	0.7	1180	53.2	589	591	16.8	2.2
SEEK	225	24.6%	82.3	10.5	777	281.7	380	404	13.5	6.2
OSS	231	25.3%	84.0	8.9	924	126.3	433	491	16.2	2.2
Other	159	17.4%	83.2	4.3	972	89.3	484	488	16.6	5.8
Incomplete Info.	16	1.8%								
Grand Total	914	100.0%								

Senate Meeting – November 7, 2018
Proposed Graduate Studies Report

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

Department of Health Sciences

- Certificate change: Advanced Certificate, Pre-K-12 Health Teacher

Counseling, Leadership, Literacy and Special Education

- Certificate changes: Advanced Certificates: Students with Disabilities (Birth-2); Students with Disabilities (1-6); and Students with Disabilities (7-12)

Department of Middle and High School Education

- Course changes: ESC 798 and ESC 610

Department of Music, Multimedia, Theatre and Dance

- Course change: MSH 751

Department of Biological Sciences

- Graduate Bulletin Update: Biology BA/MA, Dual Degree description

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

Our next grad studies meeting will be on December 5, 2018.

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology B.A. /M.S., Dual Degree

Hegis Number: 0401.00

Program Code: 35447

Effective Term: Spring 2019

1. **Type of Change:** Update of Graduate Bulletin Description

2. **From:**

~~Biology, B.A./M.S. Dual Degree~~

~~Students enrolled in the B.A./M.S. degree program have the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Biology degree in as little as five years. The curriculum is composed of two tracks that allow students to choose between Track One: Tutorial Option and Track Two: Thesis Option.~~

~~5-Year Combined B.A./M.S. Biology~~

~~TRACK 1: TUTORIAL OPTION~~

~~(Year 1-4) 120-credit B.A. in Biological Sciences. Winter and Summer Sessions must be used. In the first and second year, students must take the math, chemistry, and physics prerequisites.~~

~~(Year 4) Three, 4 credit (12 credits) M.S. courses taken for dual credit in both degrees. Student graduates in June.~~

~~(Year 5) Enrolled in M.S. program in tutorial track (34 credits, 12 of which are satisfied in year four, which includes 4 credits of BIO 792.2). Students may graduate by September 1.~~

~~34 M.S. Credits in Track 1 to be distributed as follows:~~

~~Three M.S. courses in year 4 (12 credits)~~

~~For example:~~

		Credits
<u>BIO 634</u>	Cell Biology and Electron Microscopy	4

~~Six M.S. courses in year 5 (16 credits)~~

For example:

		Credits
<u>BIO 646</u>	Statistics for Biological Research	4
<u>BIO 642</u>	Molecular Biology	4
<u>BIO 710</u>	Microbial Physiology	4
<u>BIO 630</u>	Seminar in Biology	4

~~Two tutorial courses in year 5 (6 credits)~~

		Credits
<u>BIO 7921</u>	Tutorial	2 (may be repeated for a maximum 4 credits)
<u>BIO 7922</u>	Tutorial	4

~~TRACK 2: THESIS OPTION~~

~~(Year 1–4) 120 credit B.A. in Biological Sciences. Winter and Summer Sessions must be used. BIO 489 (taken twice). BIO 490 in senior year. In years 1-2 student must take the math, chemistry & physics prerequisites.~~

~~(Year 3) Research adviser chosen in Spring term.~~

~~(Year 4) 12 credits three M.S. courses taken for credit in both degrees. Must take BIO 489 in Fall and BIO 489 & BIO 490 in Spring. Graduation in June with Honors, having completed a research project under faculty sponsor.~~

~~(Year 5) Enrolled in M.S. program in thesis track (30 course credits, 12 of which are satisfied in year 4). BIO 799.1 (1 credit) and 799.2 (2 credits) with possibility of BIO 799.3 (3 credits). Defense of thesis and graduation by September 1.~~

~~30-32 M.S. Credits in Track 2 to be distributed as follows:~~

~~Students must take three M.S. courses in year four (12 credits)~~

For example:

Credits

BIO 634	Cell Biology and Electron Microscopy	4
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~~Students must take three-four M.S. courses in year 5 (12-14 credits)~~

~~For example:~~

		Credits
BIO 646	Statistics for Biological Research	4
BIO 642	Molecular Biology	4
BIO 710	Microbial Physiology	4

~~Students must take three thesis research courses (6 credits)~~

		Credits
BIO 7991	Thesis Research	3
BIO 7992	Thesis Research	3
BIO 7993	Thesis Research	3

~~Note 1: This program will allow the students to finish 1-2 years earlier than they would if they did a separate B.A. followed by a M.S. Additionally, this program provides students with extensive research experience, which will make them more competitive for jobs and graduate doctoral programs and medical programs.~~

~~Note 2: To be eligible for the 5-year program, all students must demonstrate an interest in, demonstrated achievement in, or affinity for biology. This will be determined by having a minimum of 48 semester hours of mathematics and sciences study, including MAT 175 with a GPA of 3.0. Candidates must apply to the program no later than the first semester of their junior year and may apply as early as the second semester of their sophomore year.~~

The accelerated pace is made possible by offering qualified students the opportunity to take masters level courses during their final year of undergraduate work. Students qualify by demonstrated attainment of a GPA of 3.0 in mathematics and science coursework as well as a GPA of 3.25 in the major through the first three years of study, and by completing all of the necessary prerequisites for those courses, which will ensure that they are prepared for graduate-level work.

3. To:

Five-Year Combined B.S. /M.S. Dual Biology Degree

The Five-Year Biology B.S./M.S. degree offers qualified students the opportunity to earn both a Bachelor of Science and a Master of Science degree in Biology, which may be completed in as little as five years.

(Years 1-4) 120-credit B.S. in Biological Sciences. Winter and Summer Sessions must be used. BIO 489 must be taken twice and BIO 490 should be taken in the senior year.

(Years 1-2) Students must take the biology, math, chemistry, and physics prerequisites.

(Year 3) Research advisor chosen in Spring term.

(Year 4) Three M.S. courses taken for credit in both degrees (12 credits total). Must take BIO 489 in the Fall and BIO 489 and BIO 490 in the Spring. Graduation in June with Honors, having completed a research project under faculty sponsor.

(Year 5) Enrolled in M.S. program in thesis track (30 course credits, 12 of which are satisfied in Year 4). BIO 7991, and 7992 with possibility of BIO 7993. Defense of thesis and graduation by September 1.

30-32 M.S. Credits to be distributed as follows:

Students must take three M.S. courses in Year 4 (12 credits).

For example: BIO 634: Cell Biology and Electron Microscopy (4 credits).

Students must take three to four M.S. courses in Year 5 (12-14 credits).

For example: three thesis research courses (6 credits).

Note 1: This program will allow students to finish 1-2 years earlier than they would if they did a separate B.S. followed by a M.S. Additionally, this program provides students with extensive research experience, which will make them more competitive for jobs, doctoral programs and medical programs.

Note 2: To be eligible for the fifth-year program, all students must demonstrate an interest in, achievement in, or affinity for biology. This will be determined by having a minimum of 48 semester hours of mathematics and sciences study, including MAT 175 with a GPA of 3.0. Candidates must apply to the program no later than the first semester of their junior year and may apply as early as the second semester of their sophomore year.

The accelerated pace of this program is made possible by offering qualified students the opportunity to take masters level courses during their final year of undergraduate work. Students qualify by demonstrated attainment of a GPA of 3.0 in mathematics and

science coursework as well as a GPA of 3.25 in the major through the first three years of study, and by completing all of the necessary prerequisites for those courses, which will ensure that they are prepared for graduate-level work.

4. Rationale:

The Department of Biological Sciences changed its B.A. degree to a B.S. degree. The change requires that the name of the dual degree also be changed from Biology B.A. /M.S., to Biology B.S. /M.S. Dual Degree. A new code for the new program is required, so students currently enrolled in the B.A. /M.S. program could be moved over to the new B.S. /M.S. program.

5. Date of departmental approval: September 7, 2018



THE STATE EDUCATION DEPARTMENT /
THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Change or Adapt a Registered Program*

Use this form to request program changes that require approval by the State Education Department (see chart on the following page). For **programs that are registered jointly** with another institution, all participating institutions must confirm support for the changes.

This application should **NOT** be used for the following types of requests:



- Proposals for new programs
- Requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel
- Requests for changes to programs preparing Licensed [Professionals](#); or
- Requests to add the Distance Education Format to a Registered Program

(**Note:** If the only requested change is to add the distance education format to an existing registered program, institutions need only complete and submit the [Application to Add the Distance Education Format to a New or Registered Program](#).)

The application materials for requests for changes to registered programs preparing Teachers, Educational Leaders, and Other School Personnel or Licensed Professionals can be found at:

<http://www.highered.nysed.gov/ocue/aipr/register.html>

For requests to changes to Doctoral programs: please [contact](#) the Office of College and University Evaluation (OCUE).

Directions for submission of request:

1. Create a **single** PDF document that includes the following completed forms:
 - Request to Change or Adapt a Registered Program
 - Master Plan Amendment Supplement and Abstract (if applicable)
 - External Review of Certain Degree Programs and Response (if applicable)
 - [Application to Add the Distance Education Format to a New or Registered Program](#), (if applicable).
2. Create a separate PDF document for any required syllabi (see p. 2 of form, Changes in Program Content)
3. Attach the PDF documents to an e-mail.
4. Send e-mail to OCUERevAdmin@nysed.gov

When submitting to the mailbox, include the following elements in the subject line of the e-mail:
Institution Name, Degree Award, and Program Title

E.g., Subject: AAA College, Request for Change, Master of Science, English Literature

* **CUNY and SUNY** institutions: contact System Administration for Request for Change submission process.

Changes and Adaptations Requiring State Education Department Approval

Changes in Program Content (all programs)

1. Any of the following substantive changes:
 - Cumulative change from the Department's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
 - Changes in the program's focus or design (e.g., eliminating management courses in a business administration program), including a change in the program's major disciplinary area
 - Adding or eliminating an option or concentration
 - Eliminating a requirement for completion, including an internship, clinical, cooperative education, or other work-based experience
 - Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

Other Changes (all programs)

2. Program title
3. Program award (e.g., change in degree)
4. Mode of delivery (**Note:** if the change involves adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format to a New or Registered Program.](#))
5. Discontinuing a program
6. A format change that alters the program's financial aid eligibility (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
7. A change in the total number of credits of any certificate or advanced certificate program

Establishing New Programs Based on Existing Registered Programs

8. Creating a dual-degree program from existing registered programs
9. Creating a new program from a concentration/track in an existing registered program

PLEASE NOTE:

Establishing an existing program at a new location requires new registration of the program. If the requested action changes the program's major disciplinary area, master plan amendment may be needed if the revised program represents the institution's first program in that major subject area, at that degree level. If a requested **degree title** is not authorized for an institution chartered by the Board of Regents, charter amendment will be needed.

Check all changes that apply and provide the requested information.

Changes in Program Content (*Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.*)

- Cumulative change from the Department's last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)
- Changes in a program's focus or design
- Adding or eliminating an option or concentration

The existing program is based on an MS degree with two tracks: Tutorial and Thesis. To complete the dual program, students must complete the BA requirements then select to either complete Track 1: Tutorial or Track 2: Thesis for their MS requirements. However, we recently changed the BA degree to a BS degree, and changed the MS program to two separate programs: an MS degree and an MA degree. This requires that we change the dual degree to eliminate the tutorial track from the new program and change the name of the degree.

Existing Program	Newly Modified Program
Biology B.A./M.S., Dual Degree	Biology B.S./M.S., Dual Degree
The curriculum is composed of two tracks that allow students to choose between Track One: Tutorial Option and Track Two: Thesis Option.	The curriculum requires that students complete the coursework for the B.S. portion and complete a thesis project for the M.S. portion to earn a dual degree.

- Eliminating a requirement for program completion
- Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1-4) of [Regents Rules](#)

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (*describe and explain all proposed changes*)

Program title

Previously, our dual degree consisted of a B.A. and an M.S. degree. We changed our B.A. degree program to a B.S. degree, and the change was approved. As we no longer offer a B.A. degree, we are requesting that the dual program title be changed to Biology B.S./M.S. Dual Degree with a new program code.

Program award

- [] **Mode of Delivery** (**Note:** if the change includes adding a **distance education format** to a registered program, please complete the [Application to Add the Distance Education Format To a New or Registered Program.](#))
- [] **Discontinuing a program:** indicate the date by which the program will be discontinued.²
- [] **Format change** (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)
 - a) Indicate proposed format:
 - b) Describe availability of courses and any change in faculty, resources, or support services:
 - c) Use the Sample Program Schedule in the [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the program.
 - d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
 - e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

Establishing New Programs Based on Existing Registered Programs

- [] **Creating a dual-degree program** from existing registered programs
 - a) Complete the following table to identify the existing programs:

	Program Title	Degree Award	Program Code
Program 1			
Program 2			
 - b) Proposed dual-degree program (title and award):³
 - c) Courses that will be counted toward both awards:
 - d) Length of time for candidates to complete the proposed program:
 - e) Use Task 3: Sample Program Schedule from [Application for Registration of a New Program](#) to show the sequencing and scheduling of courses in the dual-degree program.

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

³ Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.

[] **Creating a new program from a concentration/track in an existing program.**

If the new program is based **entirely** on existing courses in a registered program, provide the current program name, program code, and the following information:

Current program name:

Note: this abbreviated option applies only if a master plan amendment is NOT required **and** there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

- a) Information from the [Application for Registration of a New Program](#):
 - Task 1 and Task 2a
 - Task 3 - Sample Program Schedule
 - Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)
- b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:
- c) Expected impact on existing program:
- d) Adjustments the institution will make to its current resource allocations to support the program:
- e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program.

Note: if the change involves **establishing an existing registered program at a new location**, complete a new registration application for the proposed program.

**LEHMAN COLLEGE
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**DEPARTMENT OF COUNSELLING, LEADERSHIP, LITERACY and SPECIAL
EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Students with Disabilities (Birth-2)

Hegis Number: 0808

Program Code: 35675

Effective Term: Spring 2019

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

2. **From:**

Special Education Teacher, Birth to 2: Advanced Certificate Program.

The Advanced Certificate in Students with Disabilities (Birth-2) program is designed for teachers who are already certified in Early Childhood Education, Birth-2. This 18 credit program authorizes a teacher who is currently certified in Early Childhood Education, Birth-2, to teach Students with Disabilities in Birth-2 for which there is a demonstrated shortage of certified teachers.

Admissions Requirements:

1. A Lehman College's graduate or current graduate student who has possessed a valid provisional, initial, permanent, or professional certificate in Early Childhood Education, Birth-2.
2. Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in undergraduate coursework and a B or better in all graduate coursework.
3. Two letters of recommendation.
4. Participation in an interview
5. An essay outlining career goals.
6. A final evaluation from the early childhood student teaching experience and submission of a capstone project completed in early childhood education.
7. ~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test.~~

The program of study will consist of the following: a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education.

Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Birth-2 MS in Education Program within five years and upon approval of the coordinator in special education.

**Existing Course Descriptions:
Pre-requisite Courses (3 credits)**

EDS 701	Understanding Individuals with Disabilities	3
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Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
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EDS 704	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
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EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
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Practicum (6 credits)

EDS 703	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
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EDS 705	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
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3. **To:**

Special Education Teacher, Birth to 2: Advanced Certificate Program.

The Advanced Certificate in Students with Disabilities (Birth-2) program is designed for teachers who are already certified in Early Childhood Education, Birth-2. This 18 credit program authorizes a teacher who is currently certified in Early Childhood Education, Birth-2, to teach Students with Disabilities in Birth-2 for which there is a demonstrated shortage of certified teachers.

Admissions Requirements:

1. A Lehman College's graduate or current graduate student who has possessed a valid provisional, initial, permanent, or professional certificate in Early Childhood Education, Birth-2.
2. Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in undergraduate coursework and a B or better in all graduate coursework.
3. Two letters of recommendation.
4. Participation in an interview
5. An essay outlining career goals.
6. A final evaluation from the early childhood student teaching experience and submission of a capstone project completed in early childhood education.

The program of study will consist of the following: a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education.

Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Birth-2 MS in Education Program within five years and upon approval of the coordinator in special education.

Existing Course Descriptions:

Pre-requisite Courses (3 credits)

EDS 701	Understanding Individuals with Disabilities	3
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Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
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EDS 704	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with	3
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EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
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Practicum (6 credits)

EDS 703	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Chi	3
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EDS 705	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children wit	3
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4. Rationale:

The Academic Literacy Skills Test (ALST) is being removed as a requirement for admission. As per NYSED regulations, the ALST is no longer a requirement for admission to any of the teacher education programs or for certification. In addition, after careful review and consideration, program faculty have concluded that the Graduate Record Examination (GRE) requirement is acting as a barrier for students who are applying to the program. As per NYSED requirements, since students are earning a certificate (not a degree) it also is not necessary that GRE scores are submitted. These changes will not impact the learning outcomes of the department and/or the major/program.

5. Date of departmental approval: September 5, 2018

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

**DEPARTMENT OF COUNSELLING, LEADERSHIP, LITERACY and SPECIAL
EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Students with Disabilities (1-6)

Hegis Number: 0808

Program Code: 35676

Effective Term: Spring 2019

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

2. **From:**

Special Education Teacher, 1-6: Advanced Certificate Program.

The Advanced Certificate in Students with Disabilities (grades 1-6) program is designed for teachers who are already certified in Childhood Education, Grades 1-6. This 18 credit program authorizes a teacher who is currently certified in Childhood Education, Grades 1-6 to teach Students with Disabilities in Grades 1 - 6 for which there is a demonstrated shortage of certified teachers.

Admissions Requirements:

1. A Lehman College's graduate or current graduate student who has possessed a valid provisional, initial, permanent, or professional certificate in Childhood Education, Grades 1 through 6.
2. Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in undergraduate coursework and a B or better in all graduate coursework.
3. Two letters of recommendation.
4. Participation in an interview
5. An essay outlining career goals.
6. A final evaluation from the childhood student teaching experience and submission of a capstone project completed in childhood education.
7. ~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test.~~

The program of study will consist of the following: a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education. Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education

Teacher, Grades 1-6 MS in Education Program within five years and upon approval of the coordinator in special education.

**Existing Course Descriptions:
Pre-requisite Courses (3 credits)**

EDS 701	Understanding Individuals with Disabilities	3
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Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
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EDS 709	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
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EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
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Practicum (6 credits)

EDS 708	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood	3
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EDS 710	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
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3. **To:**

Special Education Teacher, 1-6: Advanced Certificate Program.

The Advanced Certificate in Students with Disabilities (grades 1-6) program is designed for teachers who are already certified in Childhood Education, Grades 1-6. This 18 credit program authorizes a teacher who is currently certified in Childhood Education, Grades 1-6 to teach Students with Disabilities in Grades 1 - 6 for which there is a demonstrated shortage of certified teachers.

Admissions Requirements:

1. A Lehman College's graduate or current graduate student who has possessed a valid provisional, initial, permanent, or professional certificate in Childhood Education, Grades 1 through 6.
2. Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in undergraduate coursework and a B or better in all graduate coursework.
3. Two letters of recommendation.
4. Participation in an interview
5. An essay outlining career goals.
6. A final evaluation from the childhood student teaching experience and submission of a capstone project completed in childhood education.

The program of study will consist of the following: a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education. Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Grades 1-6 MS in Education Program within five years and upon approval of the coordinator in special education.

**Existing Course Descriptions:
Pre-requisite Courses (3 credits)**

EDS 701	Understanding Individuals with Disabilities	3
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Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
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EDS 709	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students	3
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EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
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Practicum (6 credits)

EDS 708	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood	3
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EDS 710	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childh	3
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4. Rationale:

The Academic Literacy Skills Test (ALST) is being removed as a requirement for admission. As per NYSED regulations, the ALST is no longer a requirement for admission to any of the teacher education programs or for certification. In addition, after careful review and consideration, program faculty have concluded that the Graduate Record Examination (GRE) requirement is acting as a barrier for students who are applying to the program. As per NYSED requirements, since students are earning a certificate (not a degree) it also is not necessary that GRE scores are submitted. These changes will not impact the learning outcomes of the department and/or the major/program.

5. Date of departmental approval: September 5, 2018

**LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF COUNSELLING, LEADERSHIP, LITERACY and SPECIAL
EDUCATION**

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate in Students with Disabilities (grades 7-12)

Hegis Number: 0808

Program Code: 35677

Effective Term: spring 2019

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

2. **From:**

Special Education, 7-12: Advanced Certificate Program

The Advanced Certificate in Students with Disabilities (grades 7-12) program is designed for teachers who are already certified in Adolescence Education, Grades 7-12 in a content area. This 18 credit program authorizes a teacher who is currently certified in Adolescence Education, Grades 7-12 to teach Students with Disabilities in Grades 7 - 12 for which there is a demonstrated shortage of certified teachers.

Admissions Requirements:

- A Lehman College's graduate or current graduate student who has possessed a valid provisional, initial, permanent, or professional certificate in teaching mathematics, English language arts, social studies or science, grades 7-12.
- Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in undergraduate coursework and a B or better in all graduate coursework.
- Two letters of recommendation.
- Participation in an interview
- An essay outlining career goals.
- A final evaluation from the secondary student teaching experience and submission of a capstone project completed in secondary education.
- ~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing and scores from the Academic Literacy Skills Test.~~

The program of study will consist of a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education. Once a student has completed the Advanced

Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Grades 7-12 MS in Education Program within five years and upon approval of the coordinator in special education.

**Existing Course Descriptions:
Pre-requisite Courses (3 credits)**

EDS 701	Understanding Individuals with Disabilities	3
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Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
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EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
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EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
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Practicum (6 credits)

EDS 713	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Adolescen	3
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EDS 716	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
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3. To:

Special Education, 7-12: Advanced Certificate Program

The Advanced Certificate in Students with Disabilities (grades 7-12) program is designed for teachers who are already certified in Adolescence Education, Grades 7-12 in a content area. This 18 credit program authorizes a teacher who is currently certified in Adolescence Education, Grades 7-12 to teach Students with Disabilities in Grades 7 - 12 for which there is a demonstrated shortage of certified teachers.

Admissions Requirements:

1. A Lehman College's graduate or current graduate student who has possessed a valid provisional, initial, permanent, or professional certificate in teaching mathematics, English language arts, social studies or science, grades 7-12.
2. Copies of all undergraduate and graduate transcripts showing a minimum 3.0 GPA in undergraduate coursework and a B or better in all graduate coursework.
3. Two letters of recommendation.
4. Participation in an interview
5. An essay outlining career goals.
6. A final evaluation from the secondary student teaching experience and submission of a capstone project completed in secondary education.

The program of study will consist of a) a 3-credit pre-requisite course, b) 9-credit core courses, and c) 6-credit practicum courses. A maximum of 6 credits may be transferred if candidates have had equivalent graduate courses and educational experiences within the past five years. The transfer of the credits is subject to the approval by the coordinator in special education. Once a student has completed the Advanced Certificate Program, all 18 credits can be transferred to the Special Education Teacher, Grades 7-12 MS in Education Program within five years and upon approval of the coordinator in special education.

**Existing Course Descriptions:
Pre-requisite Courses (3 credits)**

EDS 701	Understanding Individuals with Disabilities	3
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Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
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EDS 714	Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set	3
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EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
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Practicum (6 credits)

EDS 713	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Adolescen	3
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EDS 716	Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities	3
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4. Rationale:

The Academic Literacy Skills Test (ALST) is being removed as a requirement for admission. As per NYSED regulations, the ALST is no longer a requirement for admission to any of the teacher education programs or for certification. In addition, after careful review and consideration, program faculty have concluded that the Graduate Record Examination (GRE) requirement is acting as a barrier for students who are applying to the program. As per NYSED requirements, since students are earning a certificate (not a degree) it also is not necessary that GRE scores are submitted. These changes will not impact the learning outcomes of the department and/or the major/program. Lastly, numbers also have been added to organize the admission standards to remain consistent with the format of the way the other programs are listed in the bulletin.

5. Date of departmental approval: September 5, 2018

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Advanced Certificate Pre K-12 Health Teacher
Hegis Number: 25951
Program Code: 39592
Effective Term: Spring 2019

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

2. **From:**

Health Education Advanced Certificate Program

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.
- ~~Submit scores of the Graduate Record Examination (GRE) revised general test, i.e., verbal reasoning, quantitative reasoning, and analytical writing.~~

Program of Study (Total 18 credits)

Content Courses (Total of 6 credits):

HEA 671 Teaching Strategies for Health; Psychosocial Wellness	3
HEA 507 Human Sexuality	3

Student Teaching Internship (Total 6 credits):

ESC 595	Internship in Classroom Teaching	1- 3
ESC 611	Teaching Internship Seminar in Secondary Education	1
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Elective Courses (Total of 6 credits):

HEA 509	Drugs and Substance Abuse	3
HEA 636	Perspectives on Death and Dying	3
HEA 640/DFN 640/HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health	3
HEA 685	Independent Study in Health Education and Promotion	3

3. To:

Health Education Advanced Certificate Program

This program will be offered to students who already possess a Master's degree and a New York State (NYS) initial or professional certification in any subject area. The Advanced Certificate will enable them to become certified to teach Health Education P-12 in NYS in addition to their base certificate. This program requires 12 credits in Health Education core content and 6 credits in fieldwork through the Student Teaching Internship course.

Admission Requirements

- Possess a master's degree in a related field.
- Demonstrate the ability to successfully pursue graduate study by having a master's Grade Point Average of 3.0 or better.
- Submit two (2) letters of recommendation and a 500-word essay on career goals.
- Submit NYS initial or professional certification in any subject area.
- Meet additional Departmental, divisional, and New York State requirements, if any.

Program of Study (Total 18 credits):

Content Courses (Total of 6 credits):

HEA 671	Teaching Strategies for Health; Psychosocial Wellness	3
HEA 507	Human Sexuality	3

Student Teaching Internship (Total 6 credits):

ESC 595	Internship in Classroom Teaching	1- 3
ESC 611	Teaching Internship Seminar in Secondary Education	1
ESC 708	Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas	3

Elective Courses (Total of 6 credits):

HEA 509	Drugs and Substance Abuse	3
HEA 636	Perspectives on Death and Dying	3
HEA 640/DFN 640/HEA 640	Nutrition and Chronic Diseases	3
HEA 680	Special Topics in Health	3
HEA 685	Independent Study in Health Education and Promotion	3

4. Rationale:

After review and consideration, it has been noted that the Graduate Record Examination (GRE) requirement for the Advanced Certificate is not needed and is acting as a barrier for students who are applying to the program. Eligibility requirements for the program require that students must have an initial NYS teaching license as well as a master's degree. Since they are not earning a Graduate degree in the Advanced Certificate program, it is not necessary that they submit a Graduate Record Examination (GRE) score to be eligible for the program. This would only be appropriate for a Graduate degree program.

5. Date of departmental approval: October 3, 2018

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Co-requisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 798
Course Title	Student Teaching in TESOL
Description	Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; submission of EAS and ESOL scores (Seq. 2, 4); and permission from the Professional Development Coordinator. COREQ: ESC 610.
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

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3. To:

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 798
Course Title	Student Teaching in TESOL
Description	Student teaching in ESOL in elementary and secondary education settings or in adult education for pre-service teachers. Assigned in-class activities required.
Pre/ Co Requisites	PREREQ: Completion of TESOL methods courses with a grade of B or better; an overall index of 3.0 or better; submission of EAS and ESOL scores (Seq. 2, 4); and permission from the Professional Development Coordinator.
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

4. Rationale:

The ESC 610 seminar supports teachers completing specific New York State requirements for certification. Since not all ESC 798 candidates need to complete these requirements, 798 and 610 will no longer be offered as co-requisites.

5. Date of departmental approval: August 30, 2018

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

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. **Type of Change:** Co-requisite

2. **From:**

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 610
Course Title	Student Teaching Seminar in TESOL
Description	Analysis of problems or practices in teaching ESOL P-12 student teaching. Weekly seminar and assigned in-school activities required. Required state certification assessment supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission. COREQ: ESC 798.
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:

Department(s)	Middle and High School Education
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Education
Course Prefix & Number	ESC 610
Course Title	Student Teaching Seminar in TESOL
Description	Analysis of problems or practices in teaching ESOL P-12 student teaching. Weekly seminar and assigned in-school activities required. Required state certification assessment supported through the course.
Pre/ Co Requisites	PREREQ: Departmental permission.
Credits	3
Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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:

The ESC 610 seminar supports teachers completing specific New York State requirements for certification. Since not all ESC 798 candidates need to complete these requirements, 798 and 610 will no longer be offered as co-requisites.

5. Date of departmental approval: August 30, 2018

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

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** Change in credit limit

2. **From:**

Department(s)	Music, Multimedia, Theatre, and Dance
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	Music History
Course Prefix & Number	MSH 751
Course Title	Topics in Ethnomusicology
Description	Advanced studies in ethnomusicology. Topics vary from semester to semester. Musical works and practices from around the world, emphasizing structure, style, and place in originating culture, and perspectives for apprehending diverse musical aesthetics and cultures. Engagement with ethnomusicology's theoretical and methodological foundations and current research methods.
Pre/ Co Requisites	NA
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

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3. To:

Department(s)	Music, Multimedia, Theatre, and Dance
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	Music History
Course Prefix & Number	MSH 751
Course Title	Topics in Ethnomusicology
Description	Advanced studies in ethnomusicology. Topics vary from semester to semester. Musical works and practices from around the world, emphasizing structure, style, and place in originating culture, and perspectives for apprehending diverse musical aesthetics and cultures. Engagement with ethnomusicology's theoretical and methodological foundations and current research methods. <u>May be repeated for up to 6 credits.</u>
Pre/ Co Requisites	NA
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:

The Master of Arts in Teaching program has a requirement of two courses (6 credits) in Music History. One of the course options to meet this requirement (MSH 750) is repeatable and has always been so. We make this change in order to allow students the

possibility to repeat this second variable topics course, which focusses on music of the world, for credit in the program, as we do the other course, which focusses on Western art music.

5. **Date of departmental approval:** August 23, 2018

Senate Meeting – November 7, 2018

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on October 17, 2018 (7 of 10 members in attendance):

1. Biological Sciences
 - Change degree Bio BA/MS
2. Economics and Business & Health Sciences
 - Cross-listing HSA 403/BBA 404
 - Cross-listing HSA 267/BBA 267
 - Cross-listing HSA 301/BBA 301
 - Cross-listing HSA 312/BBA 312
 - Cross-listing HSA 402/BBA 402
 - Cross-listing HSD 308/BBA 302
 - Cross-listing HSA 304/BBA 306
3. Earth, Environmental and Geospatial Sciences
 - Change course number GEO 1500
 - Pathways GEO 1500
4. Latin American and Latino Studies
 - Change degree LACS BA
5. Music Multimedia Theatre Dance
 - Pathways DNC 222Nursing
6. Nursing - **PULLED**
 - Change degree admissions Nur BS

Informational Items

1. Biological Sciences
 - Experimental course BIO 251
2. Earth, Environmental and Geospatial Sciences
 - Experimental course ENV/GEP 251

Next meeting: November 7, 2018, 1 p.m., SC 1405A

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

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology B.A. /M.S., Dual Degree

Hegis Number: 0401.00

Program Code: 35447

Effective Term: Fall 2018

1. **Type of Change:** Update of Graduate Bulletin Description

2. **From:**

~~Biology, B.A./M.S. Dual Degree~~

~~Students enrolled in the B.A./M.S. degree program have the opportunity to earn both a Bachelor of Arts degree and a Master of Science in Biology degree in as little as five years. The curriculum is composed of two tracks that allow students to choose between Track One: Tutorial Option and Track Two: Thesis Option.~~

~~5-Year Combined B.A./M.S. Biology~~

~~TRACK 1: TUTORIAL OPTION~~

~~(Year 1-4) 120 credit B.A. in Biological Sciences. Winter and Summer Sessions must be used. In the first and second year, students must take the math, chemistry, and physics prerequisites.~~

~~(Year 4) Three, 4 credit (12 credits) M.S. courses taken for dual credit in both degrees. Student graduates in June.~~

~~(Year 5) Enrolled in M.S. program in tutorial track (34 credits, 12 of which are satisfied in year four, which includes 4 credits of BIO 792.2). Students may graduate by September 1.~~

~~34 M.S. Credits in Track 1 to be distributed as follows:~~

~~Three M.S. courses in year 4 (12 credits)~~

~~For example:~~

Credits

<u>BIO 634</u>	Cell Biology and Electron Microscopy	4
Six M.S. courses in year 5 (16 credits)		
For example:		
		Credits
<u>BIO 646</u>	Statistics for Biological Research	4
<u>BIO 642</u>	Molecular Biology	4
<u>BIO 710</u>	Microbial Physiology	4
<u>BIO 630</u>	Seminar in Biology	4

Two tutorial courses in year 5 (6 credits)

		Credits
<u>BIO 7921</u>	Tutorial	2 (may be repeated for a maximum 4 credits)
<u>BIO 7922</u>	Tutorial	4

TRACK 2: THESIS OPTION

~~(Year 1 - 4) 120 credit B.A. in Biological Sciences. Winter and Summer Sessions must be used. BIO 489 (taken twice). BIO 490 in senior year. In years 1-2 student must take the math, chemistry & physics prerequisites.~~

~~(Year 3) Research adviser chosen in Spring term.~~

~~(Year 4) 12 credits three M.S. courses taken for credit in both degrees. Must take BIO 489 in Fall and BIO 489 & BIO 490 in Spring. Graduation in June with Honors, having completed a research project under faculty sponsor.~~

~~(Year 5) Enrolled in M.S. program in thesis track (30 course credits, 12 of which are satisfied in year 4). BIO 799.1 (1 credit) and 799.2 (2 credits) with possibility of BIO 799.3 (3 credits). Defense of thesis and graduation by September 1.~~

~~30-32 M.S. Credits in Track 2 to be distributed as follows:~~

~~Students must take three M.S. courses in year four (12 credits)~~

For example:

Credits

BIO-634	Cell Biology and Electron Microscopy	4
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~~Students must take three-four M.S. courses in year 5 (12-14 credits)~~

For example:

		Credits
BIO-646	Statistics for Biological Research	4
BIO-642	Molecular Biology	4
BIO-710	Microbial Physiology	4

~~Students must take three thesis research courses (6 credits)~~

		Credits
BIO-7991	Thesis Research	3
BIO-7992	Thesis Research	3
BIO-7993	Thesis Research	3

~~Note 1: This program will allow the students to finish 1-2 years earlier than they would if they did a separate B.A. followed by a M.S. Additionally, this program provides students with extensive research experience, which will make them more competitive for jobs and graduate doctoral programs and medical programs.~~

~~Note 2: To be eligible for the 5-year program, all students must demonstrate an interest in, demonstrated achievement in, or affinity for biology. This will be determined by having a minimum of 48 semester hours of mathematics and sciences study, including MAT 175 with a GPA of 3.0. Candidates must apply to the program no later than the first semester of their junior year and may apply as early as the second semester of their sophomore year.~~

The accelerated pace is made possible by offering qualified students the opportunity to take masters level courses during their final year of undergraduate work. Students qualify by demonstrated attainment of a GPA of 3.0 in mathematics and science

coursework as well as a GPA of 3.25 in the major through the first three years of study, and by completing all of the necessary prerequisites for those courses, which will ensure that they are prepared for graduate-level work.

3. To:

Five-Year Combined B.S. /M.S. Dual Biology Degree

The Five-Year Biology B.S./M.S. degree offers qualified students the opportunity to earn both a Bachelor of Science and a Master of Science degree in Biology, which may be completed in as little as five years.

(Years 1-4) 120-credit B.S. in Biological Sciences. Winter and Summer Sessions must be used. BIO 489 must be taken twice and BIO 490 should be taken in the senior year.

(Years 1-2) Students must take the biology, math, chemistry, and physics prerequisites.

(Year 3) Research advisor chosen in Spring term.

(Year 4) Three M.S. courses taken for credit in both degrees (12 credits total). Must take BIO 489 in the Fall and BIO 489 and BIO 490 in the Spring. Graduation in June with Honors, having completed a research project under faculty sponsor.

(Year 5) Enrolled in M.S. program in thesis track (30 course credits, 12 of which are satisfied in Year 4). BIO 7991, and 7992 with possibility of BIO 7993. Defense of thesis and graduation by September 1.

30-32 M.S. Credits to be distributed as follows:

Students must take three M.S. courses in Year 4 (12 credits).

For example: BIO 634: Cell Biology and Electron Microscopy (4 credits).

Students must take three to four M.S. courses in Year 5 (12-14 credits).

For example: three thesis research courses (6 credits).

Note 1: This program will allow students to finish 1-2 years earlier than they would if they did a separate B.S. followed by a M.S. Additionally, this program provides students with extensive research experience, which will make them more competitive for jobs, doctoral programs and medical programs.

Note 2: To be eligible for the fifth-year program, all students must demonstrate an interest in, achievement in, or affinity for biology. This will be determined by having a minimum of 48 semester hours of mathematics and sciences study, including MAT 175 with a GPA of 3.0. Candidates must apply to the program no later than the first

semester of their junior year and may apply as early as the second semester of their sophomore year.

The accelerated pace of this program is made possible by offering qualified students the opportunity to take masters level courses during their final year of undergraduate work. Students qualify by demonstrated attainment of a GPA of 3.0 in mathematics and science coursework as well as a GPA of 3.25 in the major through the first three years of study, and by completing all of the necessary prerequisites for those courses, which will ensure that they are prepared for graduate-level work.

4. Rationale:

The Department of Biological Sciences changed its B.A. degree to a B.S. degree. The change requires that the name of the dual degree also be changed from Biology B.A. /M.S., to Biology B.S. /M.S. Dual Degree. A new code for the new program is required, so students currently enrolled in the B.A. /M.S. program could be moved over to the new B.S. /M.S. program.

5. Date of departmental approval: September 7, 2018

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

**DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL
SCIENCES**

CURRICULUM CHANGE

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

2. **From:**

Department(s)	EEGS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Earth Sciences
Course Prefix & Number	GEO 4500
Course Title	Geology in Art and Society
Description	Historical review of geological science through selected topics with a focus on the relationship between geology, the arts, and the development of human society.
Pre/ Co Requisites	NA
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:

Department(s)	EEGS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Earth Sciences
Course Prefix & Number	GEO <u>150</u>
Course Title	Geology in Art and Society
Description	Historical review of geological science through selected topics with a focus on the relationship between geology, the arts, and the development of human society.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Course number change was requested to comply with standard three digits course numbers used in NSS.

5. Date of departmental approval: October 10, 2018

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	GEO1500
Course Title	Geology in Arts and Society
Department(s)	EEGS
Discipline	Earth Science
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Historical review of geological science through selected topics with a focus on the relationship between geology, the arts, and the development of human society.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course
 revision of current course
 a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required

- English Composition
 Mathematical and Quantitative Reasoning
 Life and Physical Sciences

Flexible

- World Cultures and Global Issues
 Individual and Society
 US Experience in its Diversity
 Scientific World
 Creative Expression

Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested:

Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.

If waiver requested:

Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> • Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> • Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> • Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> • Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	<ul style="list-style-type: none"> • Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> • Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> • Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> • Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> • Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> • Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> • Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> • Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
For each topic discussed in class students will be given a set of questions (5 – 7) as a homework assignment. Two out of 5 – 7	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.

<p>questions will be given in each consecutive class as a Review Question quiz. While preparing for the quiz for each lecture students will have to gather, interpret and assess information from variety of sources included in lecture slides and reading material.</p>	
<p>This outcome will be achieved through the process of final paper preparation. Students will have to write a term paper on topics listed in syllabus. Critical and analytical approach is one of the necessary component for the paper evaluation.</p>	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
<p>This outcome will be also part of student's preparation and delivery of the final paper. Written argumentation based on scientific evidence will be a key in the paper assessment rubrics.</p>	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>This course combines history of geologic science and its explanation with elements of arts, psychology, logic and technology that are present in course topics and content.</p>	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
<p>Within each topic in class we will discuss geologic principles and laws in the context of solving problems. For example, while discussing relative time and sequence of events, we will use principles of original horizontality, superposition, etc. to identify correct sequence of deposited layers and its geologic history.</p>	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
<p>Most of geologic science is based on empirical evidence, either from the field or lab experiments. In this course we will extensively use empirical evidence to support various geologic theories, ranging from plate tectonics to decline of Minoan civilization and climate change.</p>	<ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
<p>In topics related to mining, gems, economics and food we will discuss issues of ethics related to economical (e.g. profit of mining companies vs poverty of mining communities) and environmental (e.g. land degradation) issues. One of the term paper topics "Mining gems and diamonds helps local economy in mining areas. Is it true?" is directly related to this.</p>	<ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
<p>One of the term paper topics "Controversies surrounding climate change in 20th century" is directly related to this learning outcome. In addition to this topic we will discuss policy issues related to mining, economics and politics.</p>	<ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

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DEPARTMENTS OF ECONOMICS AND BUSINESS AND HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing of courses

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 403
Course Title	Strategic Management: Health Planning in a Competitive Environment
Description	Examination of the issues and techniques relevant to the planning of health delivery systems, with emphasis on marketing approaches in a competitive health care environment.
Pre/ Co Requisites	A minimum of 18 credits in HSD or HSA courses.
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Health Sciences; Economics and Business
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 403/ <u>BBA 404</u>
Course Title	Strategic Management: Health Planning in a Competitive Environment
Description	Examination of the issues and techniques relevant to the planning of health delivery systems, with emphasis on marketing approaches in a competitive health care environment.
Pre/ Co Requisites	A minimum of 18 credits in HSD or HSA courses.
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):

This HSA course would benefit business students who may be interested in pursuing studies relating to healthcare.

5. Date of departmental approval:

Economics and Business: 9/6/18

Health Sciences: 10/3/2018

**LEHMAN COLLEGE
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DEPARTMENTS OF ECONOMICS AND BUSINESS AND HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing of courses

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 267
Course Title	Management of Health Organizations
Description	Fundamental concepts of management theory. Examination of the structure of health organizations and administrative processes such as planning, problem solving and decision making, and quality and productivity improvement. Emphasis on the major issues and problem areas confronting health administrators.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Health Sciences; Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA/ <u>BBA</u> 267
Course Title	Management of Health Organizations
Description	Fundamental concepts of management theory. Examination of the structure of health organizations and administrative processes such as planning, problem solving and decision making, and quality and productivity improvement. Emphasis on the major issues and problem areas confronting health administrators.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This HSA course would benefit business students who may be interested in pursuing studies relating to healthcare.

5. Date of departmental approval:

Economics and Business: 9/6/18

Health Sciences: 10/3/2018

**LEHMAN COLLEGE
OF THE
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DEPARTMENTS OF ECONOMICS AND BUSINESS AND HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing of courses

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 301
Course Title	Human Resources Management and Labor Relations in Health Services
Description	Analysis of the challenges and conflicts inherent in managing human resources in health services organizations. Examination of policy formulation, recruitment, selection, training and development, wage and salary administration, motivation, and labor relations.
Pre/ Co Requisites	HSA 267 or faculty permission
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Health Sciences; Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA/ <u>BBA</u> 301
Course Title	Human Resources Management and Labor Relations in Health Services
Description	Analysis of the challenges and conflicts inherent in managing human resources in health services organizations. Examination of policy formulation, recruitment, selection, training and development, wage and salary administration, motivation, and labor relations.
Pre/ Co Requisites	HSA/ <u>BBA</u> 267 or <u>Department</u> Permission
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):

This HSA course would benefit business students who may be interested in pursuing studies relating to healthcare.

5. Date of departmental approval:

Economics and Business: 9/6/18

Health Sciences: 10/3/2018

**LEHMAN COLLEGE
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DEPARTMENTS OF ECONOMICS AND BUSINESS AND HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing of courses

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 312
Course Title	Managed Health Care
Description	Comprehensive overview of basic concepts of managed health care, including types of managed care organizations, use of data and reports in utilization and quality management, Medicaid and Medicare managed care, and other critical issues.
Pre/ Co Requisites	HSD 266 and HSA 267
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)	Health Sciences; 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	Health Services Administration
Course Prefix & Number	HSA/BBA 312
Course Title	Managed Health Care
Description	Comprehensive overview of basic concepts of managed health care, including types of managed care organizations, use of data and reports in utilization and quality management, Medicaid and Medicare managed care, and other critical issues.
Pre/ Co Requisites	HSD 266 and HSA (BBA) 267
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):

This HSA course would benefit business students who may be interested in pursuing studies relating to healthcare.

5. Date of departmental approval:

Economics and Business: 9/6/18

Health Sciences: 10/3/2018

**LEHMAN COLLEGE
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DEPARTMENTS OF ECONOMICS AND BUSINESS AND HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing of courses

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 402
Course Title	Research and Program Evaluation in Health Services Administration
Description	Analysis of research techniques and their applications in health care administration. Principles of research design and program evaluation. Emphasis on student involvement in empirical research and evaluation.
Pre/ Co Requisites	HSD 269, HSD 306, and a minimum of 9 credits in HSD or HSA courses.
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:

Department(s)	Health Sciences; Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Science Administration
Course Prefix & Number	HSA/BBA 402
Course Title	Research and Program Evaluation in Health Services Administration
Description	Analysis of research techniques and their applications in health care administration. Principles of research design and program evaluation. Emphasis on student involvement in empirical research and evaluation.
Pre/ Co Requisites	HSD 269, HSD 306, and a minimum of 9 additional credits in HSD or HSA.
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):

This HSA course would benefit business students who may be interested in pursuing studies relating to healthcare.

5. Date of departmental approval:

Economics and Business: 9/6/18

Health Sciences: 10/3/2018

**LEHMAN COLLEGE
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DEPARTMENTS OF ECONOMICS AND BUSINESS AND HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing of courses

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 308
Course Title	Legal Issues in Health Care
Description	An examination of the legal issues related to providers and consumers of health services. Application of legal doctrines to health care settings. Some topics include: negligence liability, malpractice, risk management, abortion, and other contemporary legal issues.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. To:

Department(s)	Health Sciences; Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSD 308/BBA 302
Course Title	Legal Issues in Health Care
Description	An examination of the legal issues related to providers and consumers of health services. Application of legal doctrines to health care settings. Some topics include: negligence liability, malpractice, risk management, abortion, and other contemporary legal issues.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This HSA course would benefit business students who may be interested in pursuing studies relating to healthcare.

5. Date of departmental approval:

Economics and Business: 9/6/18

Health Sciences: 10/3/2018

**LEHMAN COLLEGE
OF THE
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DEPARTMENTS OF ECONOMICS AND BUSINESS AND HEALTH SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Cross Listing of courses and Prerequisite Change

2. **From:**

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Services Administration
Course Prefix & Number	HSA 304
Course Title	Financial Aspects of Health Care Administration
Description	Examination of the major issues related to the financing of health services, including budgeting, cost containment, reimbursement policies, and financial strategies. Overview of the major trends affecting financial management of health institutions.
Pre/ Co Requisites	HSA 267, HSA 268 and ACC 171
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Health Sciences; Economics and Business
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HSA 304/ <u>BBA 306</u>
Course Title	Financial Aspects of Health Care Administration
Description	Examination of the major issues related to the financing of health services, including budgeting, cost containment, reimbursement policies, and financial strategies. Overview of the major trends affecting financial management of health institutions.
Pre/ Co Requisites	HSA (BBA) 267; HSA 268 <u>or</u> HSA (BBA) 312; ACC 171 <u>or</u> ACC 185
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):

Co-Listing: This co-listed HSA course would benefit business students who may be interested in pursuing studies relating to healthcare.

Change in prerequisite: HSA 268 was previously renumbered as HSA 312. HSA 312 must therefore be added as a prerequisite for this course, and HSA 268 must remain for stopped-out students who return under the former curriculum prior to renumbering.

ACC 185 has been added as a prerequisite option because this course has acceptable content for HSA majors who take this course.

5. Date of departmental approval:

Senate Meeting of November 7, 2018

Undergraduate Curriculum Committee

Economics and Business: 9/6/18

Health Sciences: 10/3/2018

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

DEPARTMENT OF LATIN AMERICAN AND LATINO STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Latin American and Caribbean Studies, BA
Hegis Number: 0308.00
Program Code: 34018
Effective Term: Fall 2018

1. Type of Change: Change in course title

2. From:

Total credits: 36

6 credits in:

LAC 266 Introduction to Latin America and the Caribbean I

LAC 267 Introduction to Latin America and the Caribbean II

9 credits—one course in each of the areas

Socio-Cultural and Economic Processes:

LAC 210: Women in Latin America

LAC 224: ~~Dominicans in the US~~

LAC 231: ~~Latinos in the US~~

LAC 235: Caribbean Societies

LAC 238: ~~Ethnography of Latin America~~

LAC 289: ~~Regional Geography: Latin America~~

LAC 307: Black Brazil

LAC 312: Latino Migrations

LAC 313: ~~Religion in Hispaniola~~

LAC 314: Religions in Latin America, the Caribbean and Latino US

LAC 317: ~~Early Civilizations of Latin America and the Caribbean~~

LAC 318: Early Civilizations of Mexico and Central America

LAC 323: Economic Development in Latin America

LAC 347: ~~Race and Ethnic Relations in Latin America~~

LAC 400: Seminar: Slavery in New World

Literature and the Arts

LAC 143: Introduction to the History of Latin American Art

LAC 214: Literature of the Caribbean and the Caribbean Diaspora

LAC 216: Latin American Cinema

LAC 233: Latin American Literature in Translation

LAC 241: Literature of the English and Francophone Caribbean

LAC 247: ~~Brazilian Literature~~

LAC: 250: Contemporary Problems in the Hispanic World

LAC 265: Contemporary Literature of Spain and Spanish America
 LAC 300: ~~Afro-Latin American Literature~~
 LAC 301: Puerto Rican Literature
 LAC 316: Visual Culture of Latin America, the Caribbean and the
 Diaspora
 LAC 319: Latinos in Film
 LAC 320: Spanish American Literature of the 19th Century
 LAC 328: Spanish American Fiction of the 20th Century
 LAC 329: Literature of the Dominican Republic
 LAC 333: Spanish American Literature of the Conquest
 LAC 334: ~~Music of the Caribbean~~
 LAC 339: ~~Latino/Latina Literatures in English~~
 LAC 341: Puerto Rican Music
 LAC 342: Latin American Popular Music
 LAC 343: Pre-Columbian Art
 LAC 344: 20th Century Latin American Poetry
 LAC 346: Introduction to Mexican and Chicano/a Literature
 LAC 352: Special Topics in Hispanic Literature
 LAC 359: Spanish American Civilizations

History and Politics

LAC 225: History of the Dominican Republic
 LAC 226: Contemporary Dominican Politics and Society
 LAC 268: History of Mexico
 LAC 304: Social History of Hispaniola
 LAC 306: ~~Haitian/Dominican Border~~
 LAC 315: ~~Contemporary History of the Hispanic Caribbean~~
 LAC 321: Latino New York
 LAC 324: History of Cuba
 LAC 330: Latin America in the Nineteenth Century
 LAC 331: Modern Latin America
 LAC 332: Political Systems of Latin America
 LAC 335: ~~The Caribbean in World Politics~~
 LAC 336: Political Systems of Central America and the Caribbean
 LAC 337: Latin America and the US 1823 to present
 LAC 338: Colonial Latin America
 LAC 340: Slavery in Latin America and the Caribbean
 LAC 345: History of South America
 LAC 349: Latino Political Economy
 LAC 351: Mexican Revolution
 LAC 364: ~~Through Foreign Eyes: Mexico~~

3. To:

Total credits: 36

6 credits in:

LAC 266 Introduction to Latin America and the Caribbean I
 LAC 267 Introduction to Latin America and the Caribbean II

9 credits—one course in each of the areas

Socio-Cultural and Economic Processes:

- LAC 210: Women in Latin America
- LAC 224: Dominicans in the United States
- LAC 231: Latinos in the United States
- LAC 235: Caribbean Societies
- LAC 238: Selected Studies in Societies and Cultures (Latin America)
- LAC 289: Latin America
- LAC 307: Black Brazil
- LAC 312: Latino Migrations
- LAC 313: Religion in Hispaniola: from Catholicism to African Religions
- LAC 314: Religions in Latin America, the Caribbean and Latino US
- LAC 317: Early Civilization of South America and the Caribbean
- LAC 318: Early Civilizations of Mexico and Central America
- LAC 323: Economic Development in Latin America
- LAC 347: Race and Ethnicity in Latin America and the Caribbean
- LAC 400: Seminar: Slavery in New World

Literature and the Arts

- LAC 143: Introduction to the History of Latin American Art
- LAC 214: Literature of the Caribbean and the Caribbean Diaspora
- LAC 216: Latin American Cinema
- LAC 233: Latin American Literature in Translation
- LAC 241: Literature of the English and Francophone Caribbean
- LAC 247: Brazilian Literature from the Colonial Period to the Twentieth Century
- LAC 250: Contemporary Problems in the Hispanic World
- LAC 265: Contemporary Literature of Spain and Spanish America
- LAC 300: Literatures of the African Diaspora in Latin America
- LAC 301: Puerto Rican Literature
- LAC 316: Visual Culture of Latin America, the Caribbean and the Diaspora
- LAC 319: Latinos in Film
- LAC 320: Spanish American Literature of the 19th Century
- LAC 328: Spanish American Fiction of the 20th Century
- LAC 329: Literature of the Dominican Republic
- LAC 333: Spanish American Literature of the Conquest
- LAC 334: The Musical Experience of Caribbean Cultures and Societies
- LAC 339: Latino Literature
- LAC 341: Puerto Rican Music
- LAC 342: Latin American Popular Music
- LAC 343: Pre-Columbian Art
- LAC 344: 20th Century Latin American Poetry
- LAC 346: Introduction to Mexican and Chicano/a Literature
- LAC 352: Special Topics in Hispanic Literature
- LAC 359: Spanish American Civilizations

History and Politics

LAC 225: History of the Dominican Republic
LAC 226: Contemporary Dominican Politics and Society
LAC 268: History of Mexico
LAC 304: Social History of Hispaniola
LAC 306: The Haitian-Dominican Border: Nation, State and Race
LAC 315: Comparative History of the Hispanic Caribbean
LAC 321: Latino New York
LAC 324: History of Cuba
LAC 330: Latin America in the Nineteenth Century
LAC 331: Modern Latin America
LAC 332: Political Systems of Latin America
LAC 335: The Afro-Caribbean in World Politics
LAC 336: Political Systems of Central America and the Caribbean
LAC 337: Latin America and the US 1823 to present
LAC 338: Colonial Latin America
LAC 340: Slavery in Latin America and the Caribbean
LAC 345: History of South America
LAC 349: Latino Political Economy
LAC 351: Mexican Revolution
LAC 364: Through Foreign Eyes: Outsiders look at Mexico

21 credits in LAC electives—at least 12 credits must be at the 300- or 400-level

Language requirement: In addition to the 36 credit major students must show competency in Spanish. Students must complete, or test out of, the intermediate Spanish sequence of 6 credits:

For non-native speakers: SPA 201: Intermediate Spanish Grammar and SPA 202: Intermediate Spanish Reading.

For heritage learners: SPA 203: Elements of Contemporary Spanish I and SPA 204: Elements of Contemporary Spanish II.

4. Rationale:

Corrected errors in the some of the course titles.

5. Date of Departmental Approval: September 4, 2018.

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	DNC 222
Course Title	Body and Society
Department(s)	Music, Multimedia, Theatre and Dance
Discipline	Somatic Studies
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	This course examines the way the body is represented and experienced in society.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course revision of current course a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible</p> <p><input type="checkbox"/> World Cultures and Global Issues <input checked="" type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Scientific World</p> <p><input type="checkbox"/> Creative Expression</p>
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Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.

If you would like to request a waiver please check here:	<input type="checkbox"/> Waiver requested
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.	
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.	

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
This SLO is assessed by discussion board assignments, papers, exam questions and group presentations which ask students to analyze information from readings, videos, lectures and/or physical practice. Students will be asked to integrate the experiential learning of physical practice with the information supplied via verbal, written and visual forms. See attached discussion board and group project assignment descriptions.	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
This SLO is assessed by discussion board assignments, papers, exam questions and group presentations which ask students to analyze information from readings, videos, lectures and/or physical practice. Students will be asked to integrate the experiential learning of physical practice with the information supplied via verbal, written and visual forms. See attached group project description.	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
This SLO is assessed by discussion board assignments, papers, exam questions and group presentations which ask students to analyze information from readings, videos, lectures and/or physical practice. Students will be asked to integrate the experiential learning of physical practice with the information supplied via verbal, written and visual forms. See attached discussion board and group project assignment descriptions.	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
This SLO is assessed by a midterm exam which asks students to identify fundamental principles of different somatic theories. These principles will be woven throughout the course and used to explore and articulate the relationship between the individual and society.	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
This SLO is assessed by two self-assessment papers, one at the beginning of the semester and one at the end. In the first paper, students are asked to identify significant aspects of their own somatic experience/cultural influences/training. In the second paper, students are asked to examine how their somatic experience and view of the body has changed over the course of the semester.	<ul style="list-style-type: none"> ● Examine how an individual's place in society affects experiences, values, or choices.
This SLO is assessed by the midterm exam. Study of ethics is an inherent part of somatic practice. In particular we will be looking at the 8 limbs of yoga. Students will study the yamas and niyamas which center around concepts like self-study, non-harming, truthfulness and discipline. These principles will be woven throughout the course and used to explore and articulate the relationship between the individual and society.	<ul style="list-style-type: none"> ● Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> ● Articulate ethical uses of data and other information resources to respond to problems and questions.
This SLO is assessed by group presentations which ask students to choose a contemporary news article and analyze how somatic philosophies/different ways of viewing the body play out in current events.	<ul style="list-style-type: none"> ● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

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

BIOLOGICAL SCIENCES

CURRICULUM CHANGE

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

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 251
Course Title	Introduction to Ecological Environmentalism
Description	The course introduces students to the history and science of environmental ecology and its applications in urban ecosystems. NOTE: It is recommended that ENV/GEP 251 be taken with this course.
Pre/ Co Requisites	
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:** 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.

4. **Learning Outcomes (By the end of the course students will be expected 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:** May 16, 2018

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

DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	EEGS
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Environmental Science; Geography
Course Prefix & Number	ENV 251/GEP 251
Course Title	Introduction to digital data for environmental science
Description	Use of digital data and databases in environmental science, data sources and analytical techniques. NOTE: It is recommended that BIO 251 be taken with this course.
Pre/ Co Requisites	NA
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:**

This course is a lab developed for EEGS and BIO interdisciplinary major, as a supplement for the BIO course 251. It can be also taken as elective by Environmental Science majors.

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

Learning Objectives include:

- Demonstrate knowledge of various types of digital databases used in environmental science;
- Apply digital data to various topics in environmental science using visualization and analysis;
- Use course material as a supplement to develop research/project topics;

5. **Date of Departmental Approval:** 09/28/2018



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: October 31, 2018

Meeting Location: Carman Hall Room B75

Next Meeting: December 5th @ 11:00 AM (Location: B-75)

Attendance: Stephen Castellano, Michelle Ehrenpreis, Prof. Sherry Deckman, John DeLooper, Susan Ko, Kenneth Schlesinger, Professor Jennifer McCabe, Prof. Chul Roh, Prof. Susan Van Allen, Prof. Devrim Yavuz

Student Senator Representatives: No Student Senators Present at Meeting of 10/31/2018

Excused: Vincent Sandella, VP Ron Bergmann, Edi Ruiz

Library Report:

- Library and English Department present a Reading of Siraj Ahmed's Archeology of Babel: Colonial Foundations of the Humanities on Monday, December 3rd from 3:00-4:00 in the Library Treehouse
- Library announces 24-hour Study Hall for final-exams. The study hall will run from December 7th-December 20th
- Library announces Amnesty for your overdue books. Late charges will be forgiven December 12th -31st.

Division of Information Technology:

- The CUNY Tech Conference will be held on November 29th and 30th at John Jay College. Lehman will be presenting on Lehman 360, and co-presenting with CUNY Central and colleges on the Student Success Dashboard. I am pleased to announce breaking news that CUNYsmart and the Student Success Dashboard will receive the CUNY Excellence in IT award for Collaboration.
- The Student Technology Fee process for academic year '19/'20 has started with the Call for Proposals, which was distributed to the campus community last week. Proposals can be submitted online and the Tech Fee Committee will review proposals next semester. Please contact Brian Ribeiro of IT with questions or for assistance. We welcome your submissions.

Blackboard Report:

- There will be an upgrade performed to Blackboard at the end of the fall semester. The upgrade is scheduled for December 27th-28th. Blackboard will not be available during this time period.
- Bb will return with a clean, crisp look, Among the new additions will be: Bb Attendance, and Audio/Video Feedback
- The Bronx Ed Tech Showcase will be coming to Lehman on Friday, May 3rd, 2019. Please keep an eye on your e-mail for a SAVE THE DATE announcement in the next week.

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee

University Faculty Senate, 408th Plenary Session, Nov 6, 2018

There was no quorum so no voting, but there was work to do. Committees and caucuses met in the late afternoon, and at the plenary itself we had a guest speaker, committee reports, and a fair amount of discussion.

Invited Guest: Matthew Sapienza, Sr. Vice Chancellor and Univ Budget Director

FY18: They're closing out FY18 (July 2017 thru June 2018) as of the end of last month and there was a clean audit. Issued a final report about each college's performance in FY18. Ended FY17 and FY18 about the same university-wide in terms of reserve. Spending went up 2% overall. [Editorial comment: that's roughly the rate of inflation]

FY19: Most of the colleges have their financial plans in and accepted, but CUNY central is still working with some colleges on their plans.

Something that interested Senators a lot was the news that there is a requirement that presidents should consult with the elected leaders of the students and the elected leaders of the faculty before they submit their financial plan. This year, the Budget Director is requiring each president to report the dates on which he/she met with these elected leaders. I wasn't on the exec committee of the Lehman General Faculty last year, so I don't know when that consultation took place. Senators asked what the word "consultation" meant in this context. VChanc Sapienza said it meant the pres would walk these elected student and faculty leaders through the financial plans, answer questions, and listen to and discuss their concerns. He also stressed that it is the presidents who ultimately are responsible to make decisions about these financial plans.

VChanc Sapienza mentioned that senior colleges – but not community colleges -- had been asked to set aside 2% reserve to cover potential contract increases with employees. Senior colleges are "self-funding" – we didn't ask what that meant -- while community colleges will get this extra money from the City.

CUNY reached a contract agreement with DC37, the union for many CUNY employees, though members have not yet ratified it. Talks continue with the PSC.

FY 20: They're preparing their budget request to send to Albany. It will be presented to BoT on Nov 19 and made public a week in advance, that is, next week.

Q&A with VChanc Sapienza. It was extensive and enlightening.

Concern about the need for new full-time faculty. Sapienza said that post-2008 recession, from 2008-13, they added 700 FTF. But it's dropped off since. This budget request will include funding for additional FTF, for the new contracts, and to cover the TAP gap. He said that they had expected cuts in 2019 and were glad it hadn't happened.

Senators asked about the relatively large number of staff in other titles who have been added lately, and he didn't have details but mentioned HEOs and academic support. He did say to check Staff Facts on the website.

Pam Stemberg of CCNY and Judith Duncker of Lehman asked whether CUNY was requesting enough money to cover a living wage for adjunct faculty. Judith mentioned a homelessness problem. Pam pointed out that the necessary \$200-300 million never seemed to show up in CUNY's budget request. Dominic Wetzel of Kingsboro suggested that CUNY plan ahead to establish a homeless shelter for adjunct faculty. Sapienza dodged the issue but did say the CUNY admin had heard, publicly and privately, that this was a big concern and they were working with PSC to resolve it. [editorial comment: whatever "resolve" means]

Other Qs included whether some colleges that were having problems would get extra help, and whether there would be money for creative requests such as better support for MA students in education. On this latter, CUNY is a crucial source of trained NYC public school teachers. VChanc said that CUNY had to compete with other universities to attract these students.

Naturally, senators and the VChanc were thinking about the election. VChanc did not think that it would make much difference to CUNY if Democrats took over the state senate. He mentioned that CUNY works closely with SUNY to lobby together and ask for the same things. If state senate gives something to SUNY, then the assembly insists on getting the same thing for CUNY. They cut off the time for questioning, so I didn't get a chance to ask my question, which was when the CUNY budget director was going to phone the SUNY budget director and suggest they

lockstep it up a bit – in fact, a lot, like at least \$300 million – in terms of their budget requests.

Committee reports

CFSA (Committee on Faculty, Staff and Administration) report, from their 10/9 meeting. By Kerin Coughlin.

They are suggesting that two CUNY bylaws be amended. Both have to do with who the presidents make recommendations to about appointments and promotions, or removal of department chairs. Currently, dept or college P&Bs meet on these decisions and presidents make recommendations about them to the Board of Trustees. The amendments shift many of these decisions from the Board of Trustees to the Chancellor or the Chancellor's designee. There are some exceptions, perhaps tenure, certainly requests for bylaws waivers, and in the case of removal of a dept chair, it will go to the chancellor, not to the chancellor's designee.

The reason for these procedural changes is that a great many personnel decisions are presented to the BoT in the Chancellor's report, which can be 500-1000 pages long. The Board members may not get the Chancellor's report until a few days before the meeting at which they are supposed to vote on all these people. They were threatening to refuse to vote, so an effort was made to remove things from the report that it really wasn't necessary for the BoT to vote about.

The Chancellor's report has up to now been a gigantic pdf that is not searchable. Kerin talked about them developing a Dashboard so people could find out what's happening.

There were lots of questions, about how the Chancellor's designee would be chosen, about transparency, process, timing of decisions, how we would find out decisions when they're made at the campus level, and how the appeal process would work. As a relative newcomer to UFS, I have to say that I really appreciate veterans like Phil Pecorino and Emily Tai, who are always right on top of things, standing up for faculty governance and transparency. To be continued.

Status of the Faculty Committee – Ben Franz

We had proposed an amendment to bylaw 9.6.c. about faculty appointments and promotions. The presidents had wanted a certain phrase included, and we accepted the wording suggested by the UFS parliamentarian that would incorporate both ideas. The amendment spells out the importance of going through the faculty governance procedure even when the president independently proposes a candidate for appointment or promotion.

We're going to ask Margaret Egan to appear and testify before the committee about plans that involve titles and also moving of work from some titles to other titles. It's complicated.

This committee also will include among its charges the examination of diversity, equity, and inclusion among the faculty. Each committee member is responsible to learn more about what is being done about this on our own campus.

Another charge of the Status of the Faculty committee is to promote a regular standard for assigning titles to adjunct faculty upon hire according to their credentials, and developing a transparent procedure for promotion for adjunct faculty.

Committee on Student Affairs

The committee has 5 charges they're working on. Judith Duncker is on that committee and can report more.

School of Professional Studies (SPS) governance plan - Philip Pecorino, Kathleen Barker, Nikolas Apostolakis

To make a long story short, and I confess that I don't totally understand what's going on, SPS is developing a governance plan that our UFS veterans do not think is an actual faculty governance plan. Phil et al suggest more democracy, more elections. For example, they'd like department chairs (called academic program chairs at SPS) to be elected, and members of the governance body to be elected.

At present, the governing council of 27 people includes only 3 members who cannot be removed at will by the dean – and those are the students.

The one reform they suggested that will probably be accepted is a little more democracy in who controls the agenda. In response to the suggestion that more democracy would improve morale, and that would show up on the COACHE [campus climate] survey, SPS administrators have announced that they are exempt from having to do a COACHE survey.

Academic freedom committee – Phil Pecorino

They've sent out a survey about how academic freedom issues are handled throughout CUNY and have 27 responses from 12 campuses.

They're also working on a freedom of expression policy for the university.

Bill Crain of CCNY asked about the rumor that student demonstrations might be videotaped and said this could have a chilling effect, including on undocumented students. Phil said they are working on a way to make sure there can be objections to any restrictions and that they get a good airing. [editorial comment: I wonder if student governments are discussing these freedom of expression issues]

Adjournment – lest anyone think UFS is dull, I have to report how the meeting ended. Because there was no quorum, we couldn't vote to adjourn. So chair Martin Burke suggested people might just like to drift out of the room....