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**Minutes of
The Lehman College Senate Meeting
Wednesday, November 6, 2019
Senate Meeting**

Senators Present: Abreu, S.; Acevedo, J.; Aisemberg, G.; Ali, S.; Alimi, A.; Allison, A.; Alto, A.; Auslander, D.; Austin, L.; Banks, R.; Baraldi, C.; Bautista-Martinez, C.; Bayne, G.; Bergmann, R.; Boston, N.; Britt, K.; Budescu, M.; Burton-Pye, B.; Campeanu, S.; Cheng, H.; Collett, J.; Davis, D.; DeSimone, J.; Di Bello, M.; Dumais, S.; Ebersole, S.; Evanson, L.; Fakhouri, S.; Farrell, R.; Fera, J.; Finger, R.; Fortunato-Tavares, T.; Gonzalez Castillo, R.; Hattori, T.; Hernandez, F.; Hyman, D.; Jerry, C.; Johnney, L.; Ka, K.; Kamara, M.; Kolade, B.; Lemons, D.; Loscocco, P.; Luerssen, A.; Machado, E.; Mahon, J.; Maney, B.; Marianetti, M.; Markens, S.; McKenna, C.; McNeil, C.; Mellen, A.; Morales, A.; Moreno, Q.; Munch, J.; Murphy, B.; Nunez-Torres, A.; Nwosu, P.; Ohmer, S.; Phillips, M.; Prince, P.; Punu, K.; Qian, G.; Quinland, J.; Rice, A.; Rinti, R.; Rodriguez-Allie, A.; Rotolo, R.; Sanchez, J.; Sanchez, J.; Schlesinger, K.; Schwittek, D.; Spencer, A.; Valentine, R.; Waring, E.; Wynne, B.; Yavuz, D.; Zerphey, N.

Senators Absent: Alexander-Street, A.; Arias Bueno, M.; Augustus, A.; Bazile, S.; Begum, M.; Calvet, L.; Codrington, N.; Doyran, M.; Garcia, N.; Georges, C.; Johnson, M.; MacKillop, J.; Mazza, C.; McCabe, J.; Mills, P.; O'Dowd, M.; Olumuyide, E.; Ouedraogo, R.; Ramirez, M.; Rivera-McCutchen, R.; Rosario, Y.; Rothman, C.; Sarmiento, R.; Sisselman, A.; Taveras, J.

The meeting was called to order by President Daniel Lemons at 3:34 p.m.

1. Approval of the Minutes

The minutes of the October 2, 2019 Senate meeting were approved by unanimous voice vote.

2. Announcements and Communications

a. Report of the President—

Dr. Lemons welcomed all to the Senate and highlighted several items from his latest campus-wide announcement. He announced that the CUNY Board of Trustees approved the appointment of Rene Rotolo as the VP of Administration and Finance—a role, he informed, that VP Rotolo previously served as interim. Dr. Lemons also announced that the CUNY Vice Chancellor for Facilities Planning, Construction, and Management, Judith Bertraum, would be retiring, and that the Executive Vice Chancellor, Hector Batista, would assume the responsibilities of the position in addition to his current duties. Dr. Lemons went on to inform that there was a campus visit from the New York State Director of Workforce Development,

41 Madhuri Kommareddi, who manages \$175 million in workforce funding for the current year,
42 a portion for which the College has applied. Dr. Lemons shared that it was a wonderful
43 opportunity to demonstrate the of the Campus on career preparation, discuss new career
44 initiatives and tour CUNY on the Concourse, Lehman’s training center and incubator space..
45

46 Dr. Lemons announced the conclusion of sports season for the Fall 2019 semester. He went
47 on to commend a great number of the College’s athletes as well as their athletic achievements
48 for the season, which were of notable mention. He congratulated Glory Odeh, who was the
49 first female student at Lehman College to win first place in women’s cross country and the
50 first to be named both CUNYAC Champion Runner of the Year and Runner of the Week.
51 Dr. Lemons also congratulated Shanique James, who received the CUNYAC All-Stars and
52 Sportsmanship Award for women’s cross country; Max Dell-Thibodeau, who was the two
53 time CUNYAC Runner of the Week for men’s cross country; the Lehman College tennis
54 team, which finished at fourth place and received honors in CUNYAC of the Week; the
55 Lehman College women’s soccer team, which finished second in the CUNYAC; Melanie
56 Huerta, who received the CUNYAC All-Stars for women’s soccer and CUNYAC Rookie of
57 the Week for the season; Valeria Rojas-Alingue, who received the CUNYAC All-Stars for
58 women’s soccer; and the Lehman College men’s soccer team, which finished first place and
59 was crowned the CUNYAC Regular Season Champions for the third time in four years. Dr.
60 Lemons shared that he was proud of all of the College’s athletes and their efforts on behalf
61 of Lehman College.

62
63 Dr. Lemons informed that he met with student government leaders to discuss student
64 concerns, including the issue of the lack of information flow on campus. He expressed that
65 information flow on a commuter campus would be an ongoing challenge, but assured that
66 the matter was brought to the attention of the Faculty, Personnel, & Budget to better address
67 the issue.

68
69 Dr. Lemons urged all to watch ‘Hungry to Learn’ by Soledad O’Brien, which he noted
70 carried a strong message about the need of food and housing security for students. Dr.
71 Lemons also mentioned that though the film touches on the lives of a number of students
72 from different college campuses in the U.S., the film also features one Lehman College

73 student, Shaquara Peter. The documentary, Dr. Lemons informed, would premiere on
74 November 9th at the SVA theatre and November 11th at the IFC Center. He noted that the
75 issue of food insecurity is one that would be addressed at the College, and that a Task Force
76 on the matter had been developed to address the basic needs of Lehman College students.
77

78 **b. Student Legislative Assembly—**

79 Mr. Jose Acevedo reiterated the issue of having female hygiene products in student
80 restrooms, particularly as a growing number of requests have come to his attention. Mr.
81 Acevedo went on to inform that the Student Legislative Assembly (SLA) developed an ad
82 hoc committee, which would seek as one solution the assistance of nonprofit organizations
83 to address the issue at little to no costs. He informed that the ad hoc committee would be
84 meeting soon and extended an invitation to the VP of Administration and Finance, Rene
85 Rotolo. Mr. Acevedo assured all that he would continue to address this issue alongside many
86 others until resolved.
87

88 Mr. Acevedo brought to the attention of the Senate the importance of making Election Day
89 a Lehman College holiday. He stressed that such would give all on campus the opportunity
90 and convenience to vote and to have their voices heard.
91

92 Mr. Acevedo thanked the Chief Librarian, Prof. Kenneth Schlesinger, and Library staff for
93 providing extended study hours into the midnight hour. He also thanked Public Safety and
94 gave a special thanks to the Director of Public Safety, Fausto Ramirez, for ensuring student
95 safety.
96

97 **REPORTS OF STANDING COMMITTEES—**

98
99 **1. Graduate Studies**

100 Professor Janet DeSimone presented proposals for curriculum changes in the following departments:
101 Counseling, Leadership, Literacy, and Special Education; Health Sciences; Social Work; Speech-
102 Language-Hearing Sciences; and Nursing. Prof. DeSimone also presented proposals for curriculum
103 changes in Liberal Studies and the Office of Graduate Studies. All proposals were approved by
104 unanimous voice vote.

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See Attachment I

The next meeting was scheduled for Wednesday, December 11, 2019 at 11:00 a.m. in CA B33A.

2. Governance Committee

Professor Joseph Fera informed that there was a vacancy on the Committee of Campus Life & Facilities, to which the Governance Committee nominated Professor Natasha Nurse of the Nursing Department. Prof. Fera then opened the floor to additional nominations. There were none. Prof. Nurse was elected by unanimous voice vote.

Prof. Fera also presented a slate of student nominees to fill open seats on the following committees: Library, Technology, and Telecommunications; Campus Life and Facilities; Budget and Long-Range Planning; and Academic Freedom. Prof. Fera opened the floor to additional nominations. There were none. All nominees were approved by unanimous voice vote.

Prof. Fera presented one informational item. He reiterated that at the first meeting of the year, students brought up the issue of student representation on department committees, and informed that students, according to the College Governance documents, should have either representation or advisory roles on all department committees. Prof. Fera informed that the Governance Committee looked into a survey that was provided a few semesters past, which touched on the subject matter. He went on to inform that an updated survey was distributed to department chairs the week of November 4, 2019, the responses for which were due by November 22, 2019. Prof. Fera assured that this particular survey reproduced the same questions from the previous one alongside follow-up questions that would help to provide additional information. Once received, he explained, the findings of the survey would be presented to the Senate.

See Attachment II

The next meeting was scheduled for Thursday, November 14, 2019 at 1:15 p.m. in CA 201.

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

137 Professor Linda Sheetz provided a summary of the CAEAS subcommittee report on freshmen cohort
138 outcomes and presented a list of recommendations from the CAEAS committee, pertaining to the
139 report.

140

141 See Attachment III

142

143 The next meeting was scheduled for Wednesday, November 20, 2019 at 12:15 p.m. in the LT 317.

144

145 **4. Undergraduate Curriculum**

146 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:
147 Chemistry, Economics & Business, English, Languages & Literatures, Sociology, and Speech-
148 Language-Hearing Sciences. Prof. Rosenberg also presented proposals from the Lehman Scholars
149 Program, the Undergraduate Curriculum Committee, and the Women's Studies Program. All
150 presented proposals were approved by unanimous voice vote.

151

152 Prof. Rosenberg presented informational items for experimental courses in the Departments of
153 Economics & Business, Health Sciences, Languages & Literatures, and Mathematics.

154

155 See Attachment IV

156

157 The next meeting was scheduled for Wednesday, November 13, 2019 at 1:00 p.m. in SC 1405A.

158

159 **5. Academic Freedom:**

160 There was no report.

161

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

163 Mr. Steven Castellano presented the report and brought announcements from the Library, Division
164 of Information Technology, Online Education, and concerning Blackboard.

165

166 See Attachment V

167

168 The next meeting was scheduled for Wednesday, December 4, 2019 at 11:00 a.m.

169

170 **7. Campus Life and Facilities**

171 There was no report. Professor Jennifer Collett informed that there would be posters across campus
172 in support of students who require Access-A-Ride.

173

174 Professor Penny Prince reiterated the outage issue of the Music Building elevator. Prof. Collett
175 informed that she would look into the issue, determine what arrangements could be made, and report
176 back to the Senate.

177

178 The next meeting was scheduled for December 11, 2019 at 2:00 p.m. in SH 018.

179

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

181 There was no report.

182

183 The next meeting was scheduled for Wednesday, November 20, 2019 at 1:30 p.m. in SH 336.

184

185 **9. University Faculty Senate Report**

186 Professor Judith Duncker informed that she served on the University Faculty Senate (UFS) for six
187 years and was also a member of the UFS Student Affairs Committee. Prof. Duncker expressed that
188 it was a privilege to be before the College Senate and that she was interested in hearing and
189 addressing student concerns in order to take them to the next level. She went on to present the report
190 of the October 29, 2019 meeting of the UFS as well as briefed on the Fiscal Year 2020 operating
191 budget presentation of the Senior Vice Chancellor, Matthew Sapienza.

192

193 See Attachment VI

194

195 The next Plenary Session was scheduled at CUNY Central for Tuesday, December 3, 2019 at 6:30
196 p.m. in room 0819.

197

198 **4. Report of Ad Hoc Committee**

199 There was no report from the Academic Assessment Council.

200

201 **Old Business**----None.

202

203 **New Business**----None.

204

205 **ADJOURNMENT**

206 President Lemons adjourned the meeting at 4:40 p.m.

207

208 Respectfully submitted:

209

210 Cynthia Cessant

GOVERNANCE COMMITTEE

Senate Report
November 6, 2019

- Senate Standing Committee Vacancies
 - Faculty Vacancy on Campus Life & Facilities
 - Governance Committee nominates **Natasha Nurse** to replace Alyse Anekstein; this is a two-year term.
 - Any additional nominations?
 - Student Vacancies Remaining
 - The Student Body has presented the following slate of nominees to fill **open** committee seats; these are all one-year terms.

Standing Committee	Nominee(s)
Library, Technology, and Telecommunications (1 opening)	Claudio Bautista
Campus Life and Facilities (2 openings)	Jessica Sanchez Dionna Davis
Budget and Long-Range Planning (1 opening)	Steven Abreu
Academic Freedom (1 opening)	Catherine Jerry

- Any additional nominations?
- Informational Item (No Senate Action Needed)
 - Student Representation in Departments
 - Recall: College Governance documents state that students **shall** have representation and/or advisory roles on all Department committees.
 - A survey was done at Lehman several semesters ago: original survey and responses included in this report.
 - An updated survey (input from Governance Committee) was distributed at the end of October.
 - Will provide this body with new survey results.
- Next Meeting is Thursday, November 14th at 1:15pm in CA-201



Student Participation in Departmental Governance Activities Questionnaire

In accordance with the College's Documents of Governance, student participation on departmental committees shall be as follows:

1. Personnel and Budget Committees.

Subject to the authority of the Professional Staff Congress/CUNY contract with the Board of Trustees: Students shall serve the departmental Personnel and Budget Committees in advisory capacity, with the method of service and number of students to be determined by the respective departments.

2. Other Standing Committees.

Students shall have full voting rights on all departmental standing committees, other than Personnel and Budget Committees, with the number of students and the method of election to be determined by the respective departments.

Please answer the following questions about the degree of student participation in your department.

Student representatives are invited to participate in the following: (check all that apply):

- General department meetings
- Departmental curriculum meetings
- Departmental Personnel and Budget committees (students are excused when tenure/promotion/hiring decisions are discussed)
- Other (please describe)

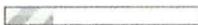
To what degree do students participate in the governance of the department?

- Always
- Often
- Sometimes
- Rarely
- Never

Do you believe that modifications should be made to the current governance documents regarding student participation?

- Yes
- No

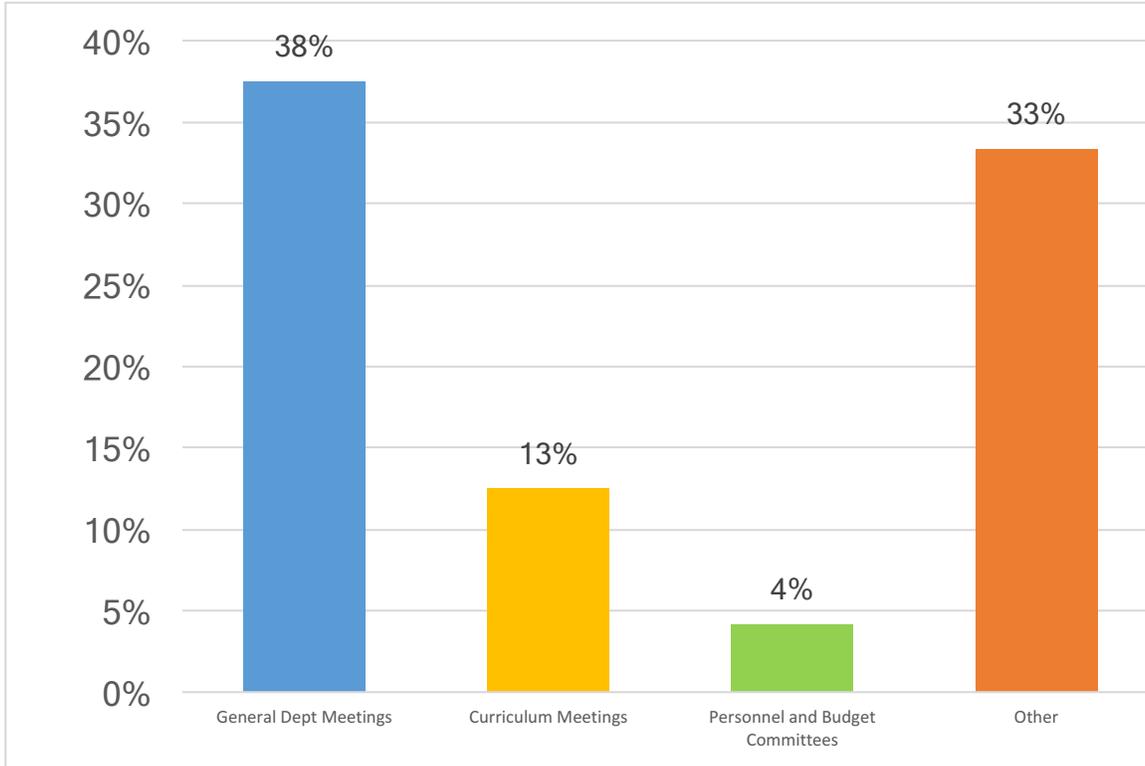
Please provide a brief rationale for your response to the previous question.



24 Respondents

Unique responses

General Dept Meetings	9	38%
Curriculum Meetings	3	13%
Personnel and Budget Committees	1	4%
Other	8	33%



Student representatives are invited to participate in the following: (check all that apply):

RESPONSES*	N	%
H: General department meetings	9	38%
I: Departmental curriculum meetings	3	13%
J: Departmental Personnel and Budget committees (students are excused when tenure/promotion/hiring decisions are discussed)	1	4%
K: Other (please describe)	8	33%

***Note:** 21 participants selected 1 or more choices, out of 24 participants. 3 participants did not respond to any of the options above. Responses for **K** are below.

Other (please describe):

Student participation in College Senate's Library, Technology, and Telecommunications Committee: - where library issues are discussed
Students are always a part of our full-time faculty search committees
The P&B is our only standing committee. We have not consistently made an effort to include student representation. We do invite students to job talks and have candidates meet students when they interview.
To date, as far as I am aware, we never have had a student rep attend department meetings and/or department p&b meetings. However, our current department leadership is working to change this. At our department meeting earlier this week, we just discussed and approved a student representative to join our department and related meetings. Therefore, moving forward, we plan on involving a student representative

in our meeting

We have a student available in the Department Office on Monday and Tuesdays 2-6 and Fridays 11-4. This student is available for any meetings held during these days and times.

For special celebrations or recognitions, such as awards, students are invited to participate.

To date we have not have students serve on committees -- at least not recently.

While students have been contacted informally and occasionally about curriculum revision proposals, and they have participated intermittently in various aspects of governance in earlier eras of our department's history, they are not currently involved. However, I am initiating discussions with faculty in general department meetings about involving students--on a provisional basis for the remainder of this semester and per

I arrived at Lehman in 2011, our dept did not have much direct student involvement in committees. But I am very much open to this, if this is allowed. To be honest, I have not witnessed it across campus. I involve our students in programs we do, however. But they have not attended P&B and Faculty meetings.

Technology Committee

Students have recently and will continue to be invited to participate when the department is carrying out a search.

It appears that no student representatives were invited, at least, for the last three years. We are planning to invite student representatives in all our Departmental Committees from now on.

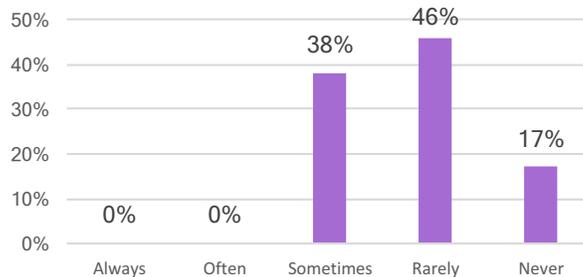
We have just received recommendation from student government to place one student into a departmental committee. We are working on getting the student into departmental curriculum committee. We have never had any student participate in any of our committees or shown interests in participating departmental committees.

This is new information to Health Sciences. We are looking forward to including HS student participation in our standing committees.

Student Affairs, Appeals Committee and Search committee

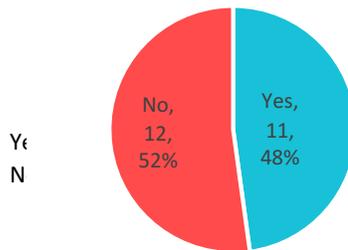
To what degree do students participate in the governance of the department?

RESPONSES (COLUMN M)	N	%
Always	0	0%
Often	0	0%
Sometimes	9	38%
Rarely	11	46%
Never	4	17%
TOTAL RESPONSE	24	100%



Do you believe that modifications should be made to the current governance documents regarding student participation?

RESPONSES (N)	N	%
Yes	11	48%
No	12	52%
TOTAL	23	100%



Please provide a brief rationale for your response to the previous question.

Library partners with Student Government in planning joint events. We invite and welcome input on library-related issues.

Current governance guidelines are adequate

It is extraordinarily difficult to achieve meaningful and ongoing student participation. Our students are so busy working and going to school that it is difficult for them to make meetings that must also be scheduled around faculty availability.

Since P&Bs mainly handle tenure/promotion/hiring, it's not clear to me what the function is of a student on the committee. Having students on Curriculum Committee is great, essential.

I think that there are a variety of ways to get student input. P&B meetings generally involve personnel decisions and we look at student evaluations for student input in terms of those decisions. When we have job candidates we invite students to attend those talks and solicit

feedback. I have never felt that student representation was necessarily representative as there was no election process. I honestly think that mechanisms such as student evaluation provide a more reliable indicator of student interests. By the way, student government

As long as department p&b committees are afforded the opportunity to discuss sensitive personnel issues, with just elected faculty present, then there should not be an issue with having students join p&b meetings. According to the College's bylaws included above, it appears that students do not need to be present during meetings that involve any sensitive hiring/personnel issues

I do not believe it is in the department's or student's best interests to be present at departmental P&B meetings. These are generally concerned with faculty personnel issues that are highly confidential and student participation would not contribute meaningfully to the shared governance of the department. They should be participants on the department level generally, and on standing committees, but not have membership on the P&B.

Given that meetings are often held ad hoc, are interrupted by SOE and Program Coordinator Meetings, are held on days when a student is not available it is difficult to work out this arrangement. Also, the speed and quantity of faculty life currently make it difficult to arrange for student participation...attempting to contact any student to announce a meeting. Then, if we consider student life on campus and off with its speed and quantity, it is difficult to see why students would have the time and interest in sitting in on Department meetings

Students should, of course, have a voice in their home departments....HOWEVER, even fully tenured faculty in departments just can't go to P&B committee meetings. It is ridiculous that a student can. Not to mention that P&B discusses highly confidential material about which students should in NO way be privy. As to curriculum committees: students should certainly be asked about curriculum, however they are also in no way prepared to make curricular decisions, i.e. vote on curricular matters deemed necessary by professionals in the field. In a

The P&B discussions and meetings at Lehman are mostly over confidential personnel matters with potential legal consequences for the department and the college. Given the confidential and sensitive nature of the issues discussed, I don't feel that students' involvement should be permitted.

I believe students should be a part of standing committees, most importantly grade appeal and curriculum committees, but should not serve on P&B.

The governance documents seem to provide flexibility for departments to oversee and monitor student governance, while retaining control over confidentiality and faculty prerogatives.

Students rarely make any contributions in meetings. They often look intimidated even when faculty/staff try to create an inviting environment. They should be in attendance but I'm not sure what the expectation should be.

Make it more clear, and easy. I think this is very important but did not perceive it as Lehman culture. This may have been because of it being a commuter college too, subconsciously. I am very pleased this has been aired.

A student has committed to regularly attend meetings starting next month.

students are often very busy with their course work so they often can't attend prescheduled meetings. their absence makes it even more difficult to obtain quorum for a valid committee vote. The presence of students on some of the committees such as curriculum committee could provide immediate feedback which is very helpful. departmental personnel and budget committee should not include students. This committee deals exclusively with controversial and sensitive subjects in the department. It is not open to faculty and staff of the department, w

It is difficult to find students with the time, energy and resources to participate. I have been asking faculty to recommend students who might be interested in membership of the P&B committee since the beginning of the semester and have not been successful. Last year we had a student on the P&B, but this year it has been difficult to find someone. I think it should not be a requirement.

Our Department is required to have bylaws. Our bylaws are clear about the role of students in committees and governance in the Department of Nursing

I think student participation in departmental governance is valuable and should be encouraged, but in my opinion the current governance documents are adequate to the task.

Recommendations from the CAEAS

- 1) We recommend that admissions be approached in a more data-driven way and that the Regular admit category should better reflect indicators of success. Distributions of variables and regression models of the Regular Admit group and the OSS group showed much overlap. It is unclear to us why such a designation (OSS) should be made if we can refine a more predictive admission formula for regular admit students.
- 2) While the analysis above is being conducted, we recommend a cap on the OSS cohort in the meantime. The OSS cohort is earning fewer credits than the Regular admits (on average, 5.85 credits fewer for OSS than Regular admits by semester 3) but costing about 30% more. As such, we recommend a reasonable limit to the size of the OSS cohort. We recommend an enrollment cap of 10% of the previous year's total enrolled students, in consultation with CAEAS and enrollment management.
- 3) Admissions criteria, in general, should rely less on SAT scores, which do not seem to be a strong predictor of success. For example, when looking at the 2013-2016 freshmen group, adding SAT scores to the models predicting GPA and/or credits produced an improvement in predicted variability of less than 0.5%.
- 4) There is some concern that students who are performing worse (e.g., OSS) than others (i.e., Regular admits) might not be able to complete certain majors, such as nursing. For example, the majority of OSS students were placed in MAT104, while the most Regular admit students were placed in MAT132.
- 5) There should be ongoing tracking of the cohort for 6 years, to determine graduation outcomes for the different groups.

Approved by CAEAS: October 16, 2019

CAEAS Subcommittee Report

Freshmen Cohort Outcomes

Summary

Introduction

The CAEAS Subcommittee was formed in the Spring, 2018, to address the Faculty Senate's concern regarding the relatively high proportion of freshmen students admitted in Fall, 2017, to the SEEK and OSS cohorts. Specifically, we were charged with examining outcomes for these students. The Subcommittee conducted a comparative analysis of outcomes for the following cohorts: regularly admitted students (regular admit), students admitted to the SEEK cohort, students admitted to the OSS cohort, and students admitted to the OTHER cohort. We agreed to examine the outcomes of retention, credits earned, credits attempted versus credit earned, grade point average (GPA), and cost-effectiveness. The Subcommittee conducted an initial analysis to compare admission data among the cohorts and examine fall, 2017, semester outcomes. We agreed upon the importance of tracking these students through a 6-year period to determine the proportion that graduated. The first analysis was conducted between May and September, 2018. Our second analysis was conducted in April and May, 2020, and included data for the first three semesters for students entering in the Fall semester of 2017 and data for one semester for students entering in the Fall, 2018. We were not able to obtain raw data to conduct a cost-effectiveness analysis; however, an abbreviated analysis was provided by Reine Sarmiento for 2017 and 2018 and is included in this report.

Methods

SPSS, version 25, was used for all analyses. Categorical variables were examined using chi square analysis with standardized residuals. Continuous variables were examined using one-way ANOVA with Bonferroni post-hoc analysis to enable pairwise comparisons. The level of statistical significance was 0.05. *Cohort definitions are on page 4.*

Results

Students Admitted in Fall, 2017

Full-time freshman admissions for Fall, 2017, totaled 940 students. However, usable data were available for only 887 students.

Admission data. Regular admits had the highest SAT and CAA scores compared to all other cohorts, followed by students admitted to the OTHER cohort. SEEK students had the lowest SATs and CAAs.

Retention after semester 1. Approximately 90% or more students in each cohort were retained. Regular admits had the largest proportion of retention, followed by students in the

SEEK, OSS, and OTHER cohorts. However, the differences in retention were not statistically significant.

Retention after semester 2. Greater than 81% of students in each cohort were retained. Failed retention was associated with GPA < 2.0.

Retention after semester 3. Approximately three-quarters of students in the regular admit, SEEK, and OSS cohorts were retained compared to two-thirds of the students in the OTHER cohort.

Credits earned each semester. During semester 1, students in the regular admit cohort earned significantly more credits than students in each of the other cohorts. Students in the regular admit cohort maintained their advantage for all three semesters. During semester 2, statistically significant differences were found between the regular admit and SEEK cohorts. During semester 3, statistically significant differences were found between the regular admit and OTHER cohorts.

Credits attempted versus credits earned. The proportion of students who earned all of the credits they attempted each semester was greatest among the OTHER cohort.

GPA. Students in the regular admit cohort had consistently higher GPAs each semester compared to students in the SEEK, OSS, and OTHER cohorts.

Students Admitted in Fall, 2018

A total of 1,595 students were admitted, with usable data available for 1,010 students. Only first semester data were available for these students.

Admission data. Students admitted in the regular admit cohort had higher mean GPAs and CAAs compared to students in the SEEK, OSS, and OTHER cohorts.

Retention after semester 1. The highest proportion of retention was among students in the SEEK cohort, despite their having the weakest admission data compared to the other cohorts.

Credits earned. The median number of credits earned was at or above 15 for students in all four cohorts during their first semester. The differences in the number of credits earned was not statistically significant.

Credits attempted versus credits earned. Approximately three-quarters of students in each cohort earned the credits they attempted. The differences among the cohorts in the number of credits attempted versus the number earned was not statistically significant.

GPA. The highest mean GPA was found among students in the regular admit cohort, followed by students in the SEEK, OTHER, and OSS cohorts. The only significant pairwise difference was between the regular admit cohort and the OTHER cohort.

A detailed report of the data analysis is found in the subsequent pages of this report.

CAEAS Subcommittee Report Freshmen Cohort Outcomes

The CAEAS Subcommittee completed an analysis in April, 2019, of specific outcomes of freshmen students admitted in the fall 2017 and fall 2018 semesters. Outcomes of interest included: student retention (total number, number when comparing GPA \geq 2.0 and $<$ 2.0), total credits earned, credits earned each semester, and cumulative grade point average (GPA), and cost effectiveness. This report summarizes those outcomes.

Definitions of admission cohorts:

Regular admits: SAT range = 920 – 1150 and CAA range = 78 – 85 (all bands combined); students must also have a minimum of 14 CPI units

SEEK: Search for Education, Elevation, and Knowledge. SAT is \geq 800 & CAA is \geq 77; students must also have a minimum of 12 CPI units

OSS: **O**pportunity for **S**tudent **S**uccess. Includes students who fall into a band or do not fall into a band and are not math proficient upon admission. These students are tested at Lehman and those who fail the M5 exam are designated OSS

OTHER: Includes ESL, ADP students, appeals, GED students, international students, Director's review and students out of HS one year. Includes students who do not fall into a band and are not math proficient upon admission.

Students Admitted in Fall 2017

A total of 940 full-time freshman students were admitted in the Fall, 2017 semester, including 53 (5.7%) students not classified to one of the four cohorts (regular admits, SEEK, OSS, OTHER). The following analyses are based on the 887 students distributed among the four cohorts.

Of these, 311 (33.1%) were admitted as regular admits (met all admission requirements). An additional 226 (24.0%) students were admitted to the SEEK cohort, 227 (24.1%) were admitted to the OSS cohort, and 123 (13.1%) were admitted to the OTHER cohort.

SAT and CAA range, mean, and standard deviation for each cohort are depicted in Table 1 below (N = 887)

Table 1. Admission data for each cohort admitted in Fall 2017

	SAT Range	SAT Mean (SD)	CAA Range	CAA Mean (SD)
Regular admits	830 - 1480	1039.7 (97.2)	72.9 - 99.4	88.0 (4.0)
SEEK	800 - 1200	874.3 (61.0)	77.0 - 95.6	83.4 (4.3)
OSS	790 – 1150	937.9 (61.5)	77.2 – 95.7	84.8 (4.1)

OTHER	570 – 1190	964.4 (104.2)	76.3 – 97.7	82.2 (3.6)
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Student Retention

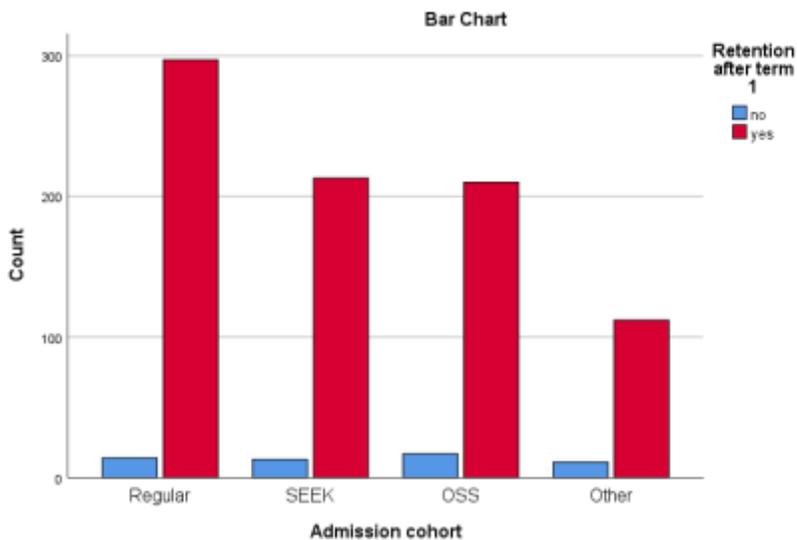
Retention after Semester 1

Table 2 and Figure 1 below depict the number and percent of students retained after the semester 1 in each of the four cohorts. A chi square analysis with standardized residuals revealed no significant differences among groups ($p = 0.277$). Failure to retain students was strongly associated with a GPA < 2.0 ($p < 0.001$).

Table 2. Frequency and percent of students retained in each cohort after the first semester

	Students Retained after Semester 1 N (%)
Regular admits	297 (95.5)
SEEK	213 (94.2)
OSS	210 (92.5)
OTHER	112 (91.1)

Figure 1. Comparison of retention among cohorts after semester 1



Retention after Semester 2

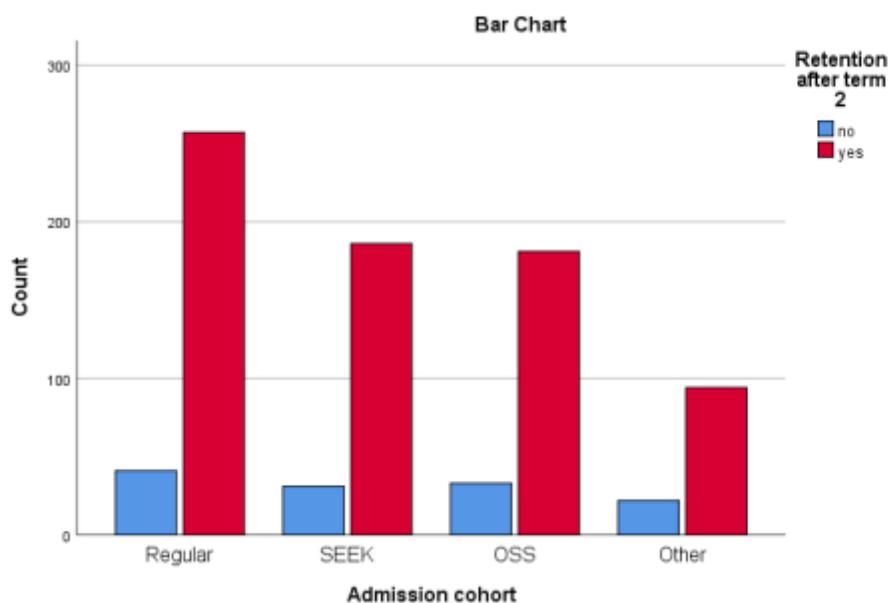
Table 3 and Figure 2 below depict the number and percent of students retained after semester 2 in each of the four cohorts. A chi square analysis with standardized residuals revealed no

significant differences among groups ($p = 0.593$). Failure to retain students was strongly associated with a GPA < 2.0 ($p < 0.001$).

Table 3. Frequency and percent of students retained in each cohort after the second semester

	Students Retained after Semester 2 N (%)
Regular admit	257 (86.2)
SEEK	186 (85.7)
OSS	181 (84.6)
OTHER	94 (81.0)

Figure 2. Comparison of retention among cohorts after semester 2



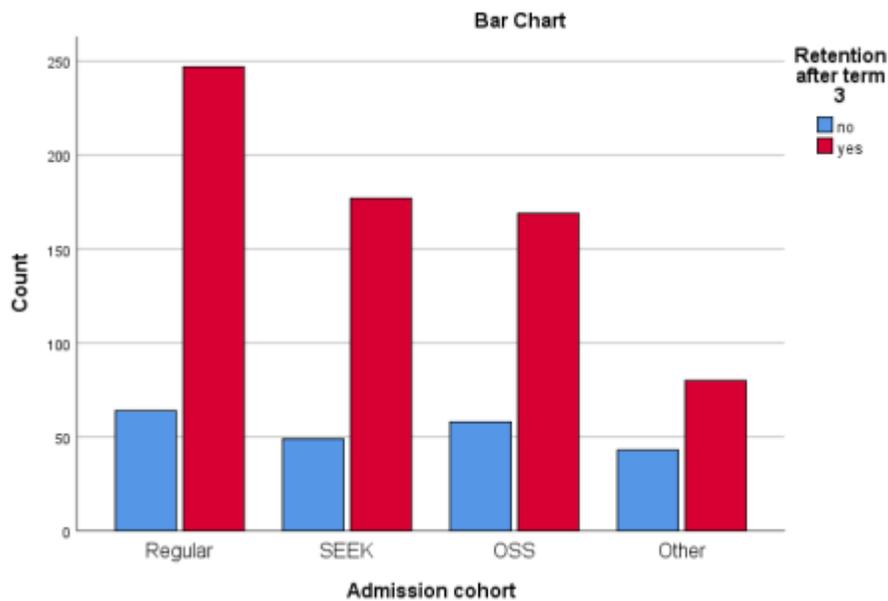
Retention after Semester 3

Table 3 and Figure 3 below depict the number and percent of students retained after semester 3 in each of the four cohorts. A chi square analysis with examination of standardized residuals revealed that, among students who were not retained, the proportion of students in the OTHER cohort differed significantly from students in the regular admits, SEEK, and OSS cohorts ($p = 0.012$). Only 20.1% of students in the OTHER cohort were retained, compared to 29.9% of regular admits, 22.9% of SEEK admits, and 27.1% of OSS admits. Failure to retain students was strongly associated with a GPA < 2.0 ($p < 0.001$).

Table 4. Frequency and percent of students retained in each cohort after the third semester

	Students Retained after Semester 3 N (%)
Regular admits	247 (79.4)
SEEK	177 (78.3)
OSS	169 (74.4)
OTHER	80 (65.0)

Figure 3. Comparison of retention among cohorts after semester 3



Credits Earned Each Semester

Credits earned in each of the three semesters for each cohort are displayed in the figures below. The figures below depict credits earned in semester 1. The differences among the cohorts was statistically significant ($p < 0.001$). A one-way ANOVA with Bonferroni post-hoc pairwise comparisons revealed significant differences in credits earned between regular admits and each of the other groups. No significant pairwise differences were found between any of the other cohorts.

Figure 4. Distribution of credits earned by each cohort in semester 1

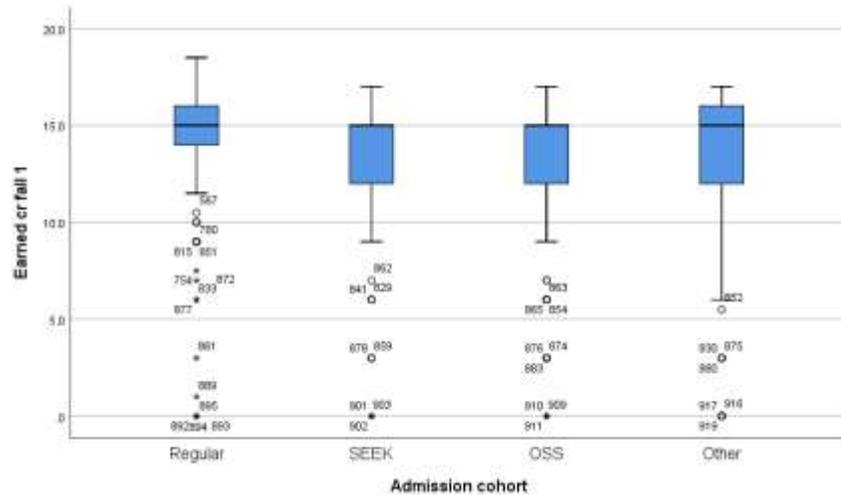


Table 5. ANOVA pairwise comparisons of credits earned by each cohort in semester 1

(I) Admission cohort	(J) Admission cohort	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
		(I-J)			Lower Bound	Upper Bound
Regular	SEEK	.8735*	.3287	.048	.004	1.743
	OSS	1.2079*	.3283	.001	.340	2.076
	OTHER	1.5455*	.4006	.001	.486	2.605
SEEK	Regular	-.8735*	.3287	.048	-1.743	-.004
	OSS	.3344	.3534	1.000	-.600	1.269
	OTHER	.6720	.4214	.667	-.442	1.786
OSS	Regular	-1.2079*	.3283	.001	-2.076	-.340
	SEEK	-.3344	.3534	1.000	-1.269	.600
	OTHER	.3376	.4211	1.000	-.776	1.451
OTHER	Regular	-1.5455*	.4006	.001	-2.605	-.486
	SEEK	-.6720	.4214	.667	-1.786	.442
	OSS	-.3376	.4211	1.000	-1.451	.776

*. The mean difference is significant at the 0.05 level.

Credits Earned in Semester 2

The figures below depict credits earned in semester 2, regardless of GPA. A one-way ANOVA and Bonferroni post-hoc pairwise comparisons revealed significant differences in credits earned between regular admits and SEEK admits and regular admits and OTHER admits. No significant pairwise differences were found between any of the other groups.

Figure 5. Distribution of credits earned by each cohort in semester 2

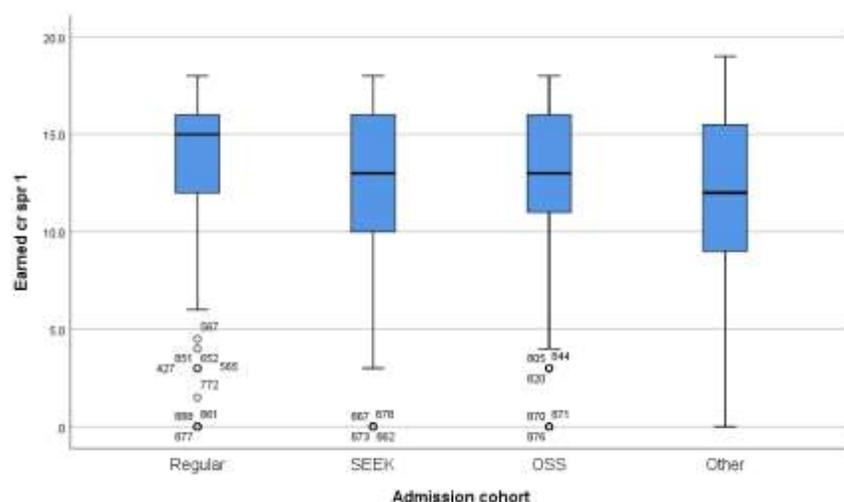


Table 6. ANOVA pairwise comparisons of credits earned by each cohort in semester 2

(I) Admission cohort	(J) Admission cohort	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Regular	SEEK	1.2814*	.4127	.012	.190	2.373
	OSS	.8328	.4144	.269	-.263	1.929
	OTHER	2.0825*	.5096	.000	.735	3.430
SEEK	Regular	-1.2814*	.4127	.012	-2.373	-.190
	OSS	-.4486	.4469	1.000	-1.631	.733
	OTHER	.8011	.5364	.814	-.618	2.220
OSS	Regular	-.8328	.4144	.269	-1.929	.263
	SEEK	.4486	.4469	1.000	-.733	1.631
	OTHER	1.2497	.5378	.122	-.172	2.672
OTHER	Regular	-2.0825*	.5096	.000	-3.430	-.735
	SEEK	-.8011	.5364	.814	-2.220	.618
	OSS	-1.2497	.5378	.122	-2.672	.172

*. The mean difference is significant at the 0.05 level.

Credits Earned in Semester 3

The figures below depict credits earned in semester 3 (fall, 2018). A one-way ANOVA and Bonferroni post-hoc pairwise comparisons revealed significant differences in credits earned between regular admits and OSS admits ($p = 0.013$) and regular admits and OTHER admits ($p = 0.002$). No significant pairwise differences were found between any of the other groups.

Figure 8. Distribution of credits earned by each cohort in semester 3

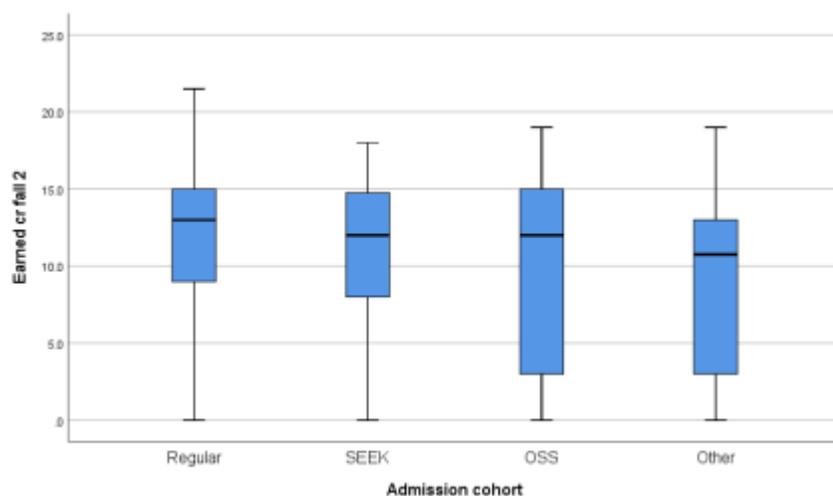


Table 7. ANOVA pairwise comparisons of credits earned by each cohort in semester 3

(I) Admission cohort	(J) Admission cohort	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Regular	SEEK	.7410	.5180	.918	-.629	2.111
	OSS	1.5899*	.5187	.013	.218	2.962
	OTHER	2.2616*	.6335	.002	.586	3.937
SEEK	Regular	-.7410	.5180	.918	-2.111	.629
	OSS	.8489	.5590	.775	-.629	2.327
	OTHER	1.5206	.6669	.137	-.243	3.284
OSS	Regular	-1.5899*	.5187	.013	-2.962	-.218
	SEEK	-.8489	.5590	.775	-2.327	.629
	OTHER	.6717	.6674	1.000	-1.093	2.437
OTHER	Regular	-2.2616*	.6335	.002	-3.937	-.586
	SEEK	-1.5206	.6669	.137	-3.284	.243
	OSS	-.6717	.6674	1.000	-2.437	1.093

*. The mean difference is significant at the 0.05 level.

Cumulative Number of Credits Earned

A one-way ANOVA with post-hoc Bonferroni pairwise comparisons revealed that regular admits earned significantly more credits by the end of their third semester compared to each of the other cohorts ($p < 0.000$ for each pair). Students in the regular admit cohort earned a mean of 43.39 ($sd = 12.9$) credits compared to students in the following cohorts: SEEK (38.39, $sd = 11.6$), OSS (37.54, $sd = 12.8$), and OTHER (34.98, $sd = 14.2$).

Table 8. ANOVA comparisons of total credits earned by the end of semester 3

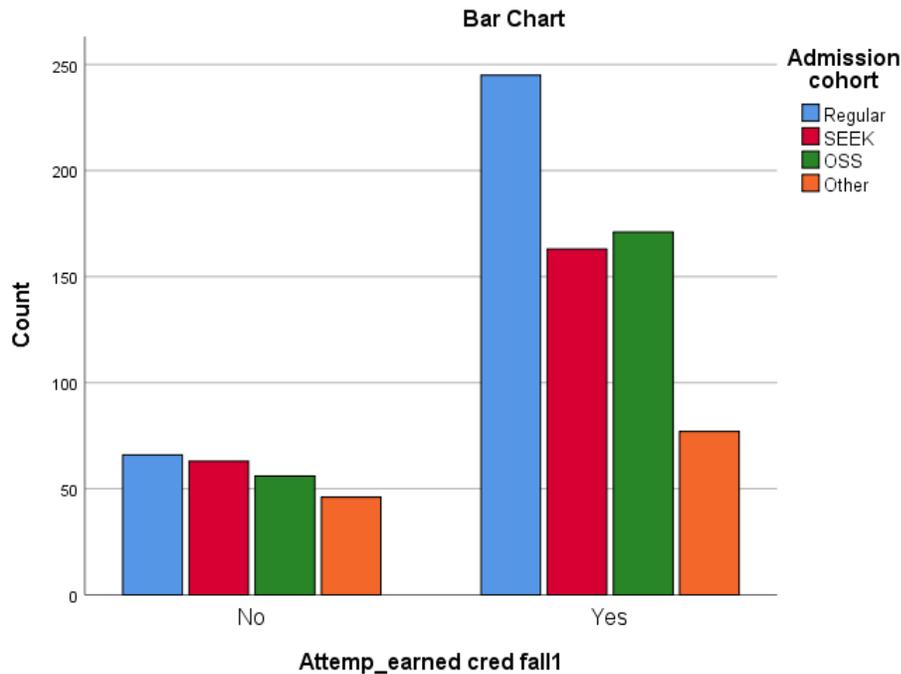
(I) Admission cohort	(J) Admission cohort	Mean Difference	Std. Error	Sig.	95% Confidence Interval	
		(I-J)			Lower Bound	Upper Bound
Regular	SEEK	4.9975*	1.1397	.000	1.984	8.012
	OSS	5.8509*	1.1412	.000	2.833	8.869
	Other	8.4031*	1.3939	.000	4.717	12.089
SEEK	Regular	-4.9975*	1.1397	.000	-8.012	-1.984
	OSS	.8533	1.2299	1.000	-2.399	4.106
	Other	3.4056	1.4673	.123	-.475	7.286
OSS	Regular	-5.8509*	1.1412	.000	-8.869	-2.833
	SEEK	-.8533	1.2299	1.000	-4.106	2.399
	Other	2.5523	1.4685	.495	-1.331	6.436
Other	Regular	-8.4031*	1.3939	.000	-12.089	-4.717
	SEEK	-3.4056	1.4673	.123	-7.286	.475
	OSS	-2.5523	1.4685	.495	-6.436	1.331

*. The mean difference is significant at the 0.05 level.

Credits Attempted versus Credits Earned

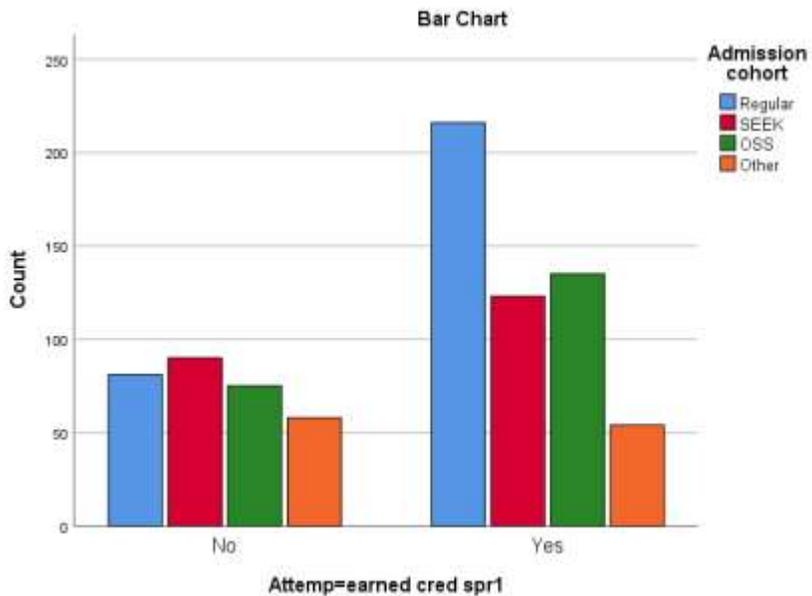
A composite variable was created to examine whether the number of credits attempted equaled the number of credits earned. This was a proxy to determine whether students dropped courses during the semester. Chi square analysis with standardized residuals revealed that the OTHER admits cohort, compared to regular admits, OSS, and SEEK, earned significantly *fewer* credits during semester 1 ($p = 0.006$) and semesters 2 and 3 ($p < 0.001$).

Figure 10. Semester 1 (Fall, 2017) credits attempted versus credits earned for each cohort



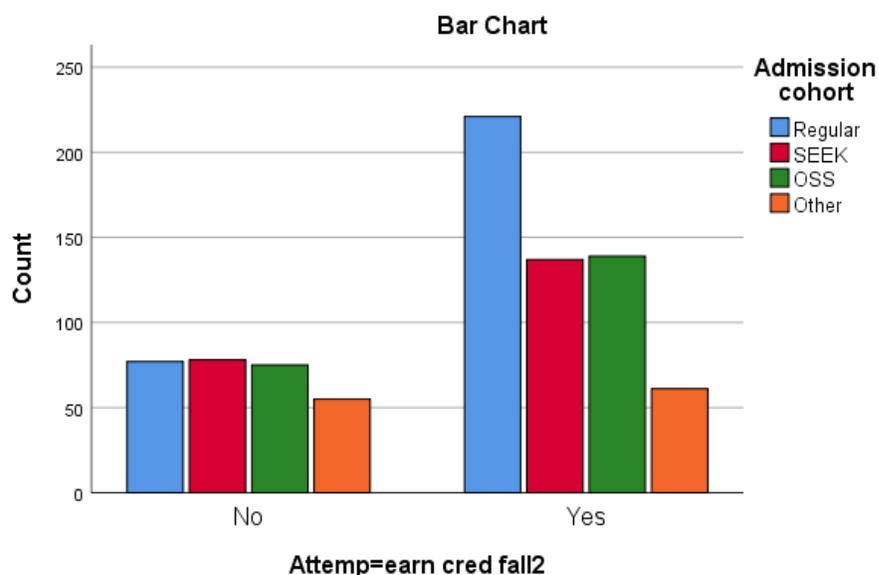
The “yes” bars indicate that students earned the credits they attempted (registered for, did not drop classes).

Figure 11. Semester 2 (Spring, 2018) credits attempted versus credits earned for each cohort



Note: The “yes” bars indicate that students earned the credits they attempted (registered for, did not drop classes).

Figure 12. Semester 3 (Fall, 2018) credits attempted versus credits earned for each cohort.



Note: The “yes” bars indicate that students earned the credits they attempted (registered for, did not drop classes).

Grade Point Average (GPA)

Mean GPA was calculated for each cohort for each semester. One-way ANOVA with Bonferroni post-hoc analysis revealed significant differences between the following pairs: Semester 1: regular admits and SEEK ($p = 0.021$), regular admits and OSS ($p = 0.003$), and regular admits and OTHER ($p < 0.001$). Semester 2: regular admits and SEEK ($p = 0.002$), regular admits and OSS ($p = 0.001$), and regular admits and OTHER ($p < 0.001$). Semester 3: regular admits and SEEK ($p = 0.01$), regular admits and OSS ($p < 0.001$), regular admits and OTHER ($p < 0.001$), SEEK and OTHER ($p = 0.013$).

Table 9. Mean cumulative GPAs for each cohort at the end of each semester for each cohort at the end of semester 1

Cohort	Mean (SD) Cumulative GPA	95% C.I.
Regular	3.20 (0.84)	3.11, 3.30
SEEK	2.97 (0.88)	2.86, 3.09
OSS	2.92 (0.95)	2.80, 3.05
OTHER	2.71 (1.03)	2.53, 2.90

Table 10. Mean cumulative GPAs for each cohort at the end of each semester for each cohort at the end of semester 2

Cohort	Mean (SD) Cumulative GPA	95% C.I.
Regular	3.13 (0.74)	3.06, 3.22
SEEK	2.89 (0.71)	2.80, 2.99
OSS	2.87 (0.78)	2.76, 2.98
OTHER	2.67 (0.85)	2.52, 2.83

Table 11. Mean cumulative GPAs for each cohort at the end of each semester for each cohort at the end of semester 3

Cohort	Mean (SD) Cumulative GPA	95% C.I.
Regular	3.07 (0.77)	2.98, 3.15
SEEK	2.78 (0.74)	2.68, 2.88
OSS	2.74 (0.87)	2.63, 2.86
OTHER	2.50 (0.86)	2.34, 2.66

A composite variable was created to dichotomize GPA (≥ 2.0 and < 2.0) and was then cross-tabulated with admission cohort. Chi square analysis with standardized residuals was performed for each of the three semesters. Semester 1 results for students whose GPA was < 2.0 revealed significant differences between the OTHER admits and regular admits, SEEK, and OSS cohorts ($p = 0.008$). A larger proportion of OTHER admits (18.7%) had GPAs < 2.0 compared to regular admits (regular admits = 7.7%, SEEK admits = 9.3%, and OSS admits = 11.9%). Semester 2 results for students whose GPA was < 2.0 revealed a similar pattern of significant differences between regular, SEEK, and OSS admits and compared to OTHER admits ($p = 0.024$; regular admits = 7.7%, SEEK admits = 10.8%, OSS admits = 13.3%, and OTHER admits = 17.9%). Semester 3 results for students whose GPA was < 2.0 revealed a similar pattern of significant differences between regular, SEEK, and OSS admits and compared to OTHER admits ($p = 0.001$; regular admits = 9.8%, SEEK admits = 14.4%, OSS admits = 19.6%, and OTHER admits = 1%). The figures below illustrate cumulative GPA for each cohort for each of the three semesters. The differences are illustrated best in the boxplots.

Figure 13. GPA above and below 2.0 for each cohort, semester 1

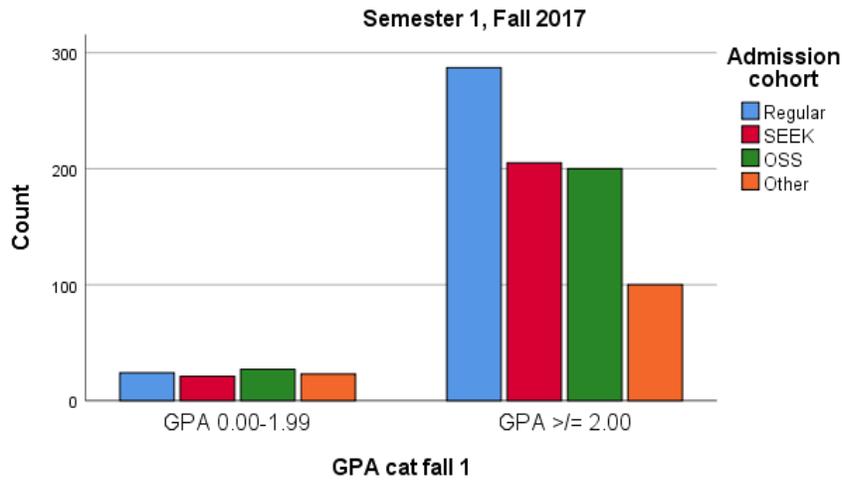


Figure 14. GPA distribution for each cohort, semester 1

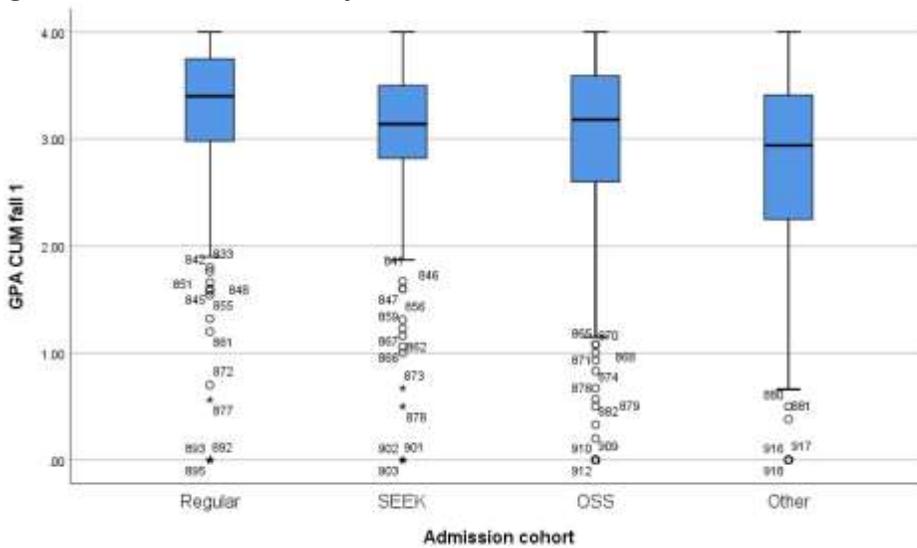


Figure 15. GPA above and below 2.0 for each cohort, semester 2

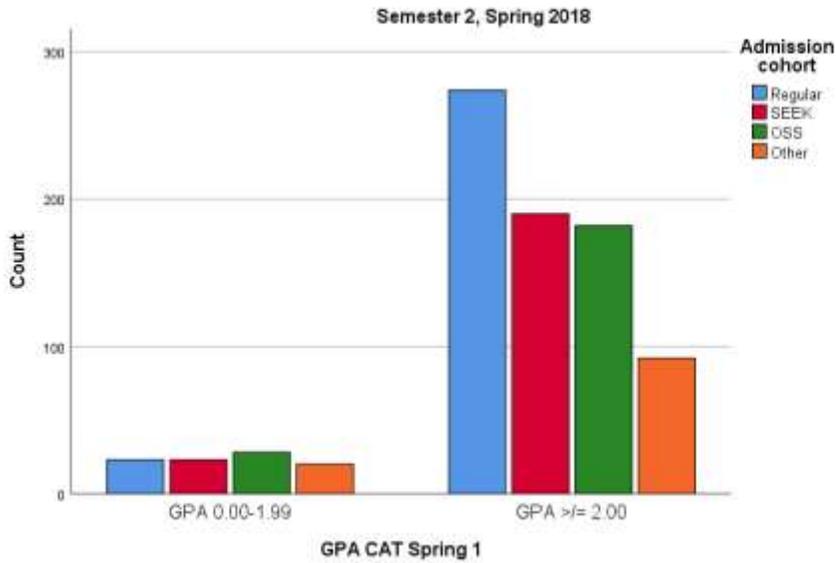


Figure 16. GPA distribution for each cohort. semester 2

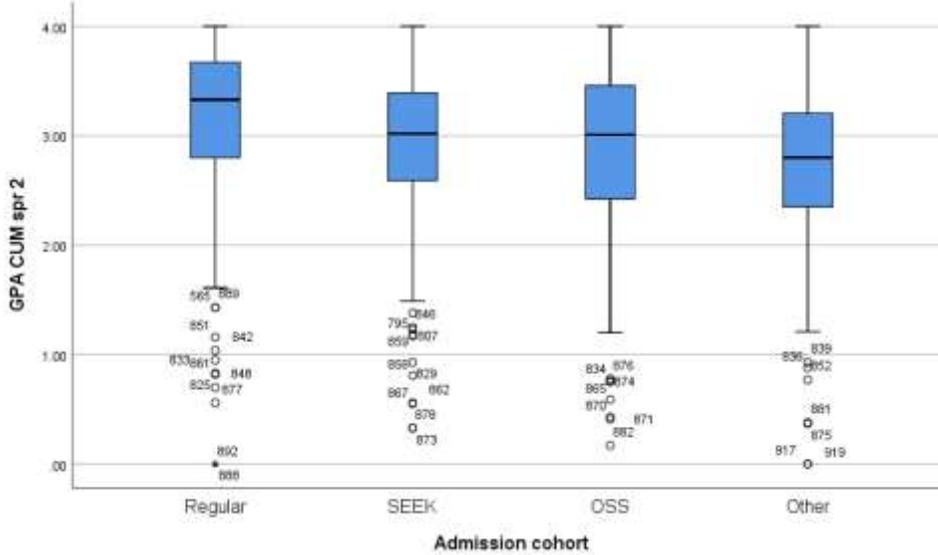


Figure 17. GPA above and below 2.0 for each cohort, Semester 3

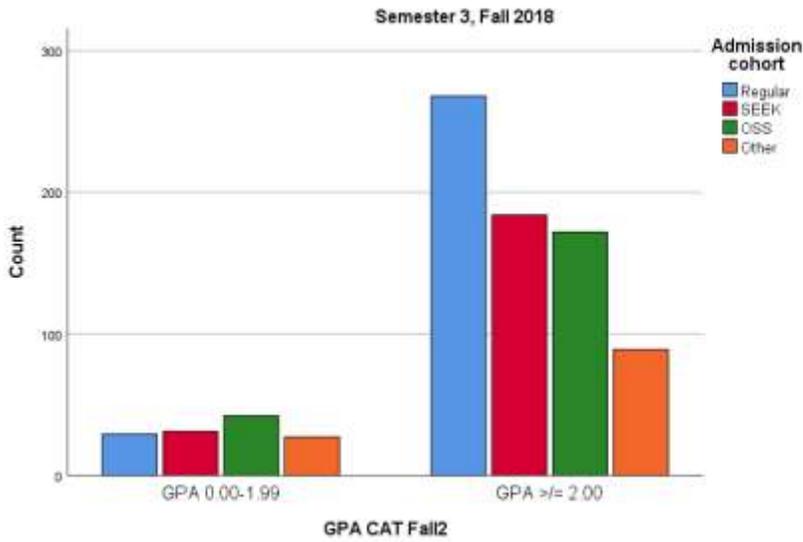
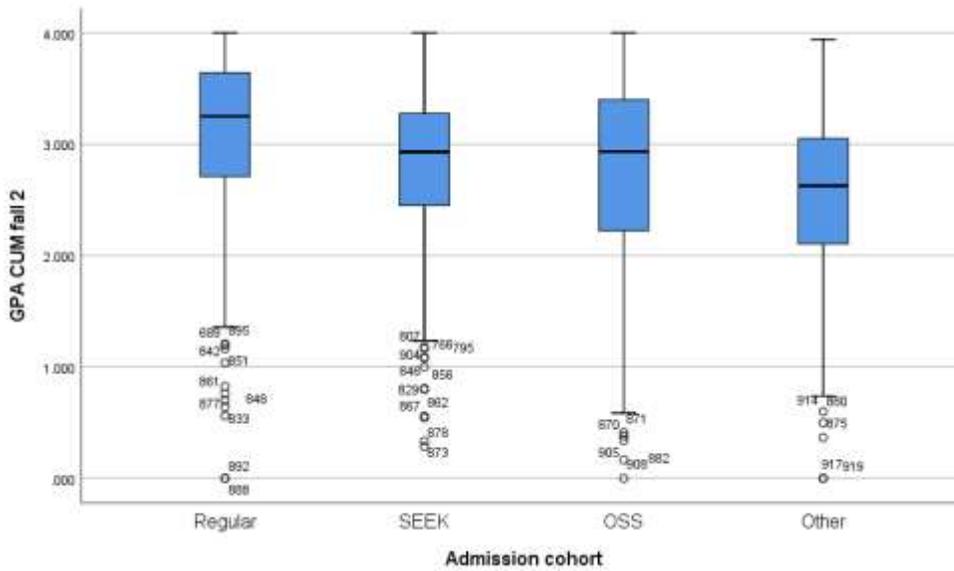


Figure 18. GPA distribution for each cohort, semester 3



Cost Effectiveness

The subcommittee requested, but never received, raw data to conduct a cost-effectiveness comparison among the four cohorts. However, the following information was provided by Reine Sarmiento.

Fall 2017

Freshman College:

The administrative costs associated with Freshman Year Initiative (FYI), and Freshman College (FC) that includes advisement, career counseling, tutoring, financial aid and personal counseling for FC students is \$395,347. The number of freshman in fall 17 was 651. By dividing the administrative costs with the number of students the **cost per freshman is \$607.29**.

SOP/OSS:

In the fall 17, Lehman College accepted 277 students identified and coded as SOP, these students represent the total number of students that were not math proficient. However, by the start of classes, 204 students were math proficient based on either the Accuplacer exam and/or workshops. The number of students that were not math proficient was 73, these students were identified and coded as OSS.

The 204 SOP students received no additional services other than those provided by Freshman College to the regular population. The 73 students identified as OSS participated in summer math workshops at a cost of \$15,241. Therefore, the additional cost for OSS students was calculated by dividing the cost for the math summer workshops by the number of OSS students. The cost per OSS student per the workshop is \$208.78. Therefore, the **total cost per OSS student is \$816.07 (\$208.78 + \$607.29)**.

FALL 2017 & 2018

SEEK:

The SEEK per student cost for 959 students in fall 17 was \$1,687,30. This number was derived by dividing the total number of SEEK students by the total cost of SEEK, which includes the FYI cost, counseling, tutoring, temp services, and OTPS. The same calculation was done for fall 18. The cost **per SEEK student in fall 18 was \$1,704.39**.

Students Admitted in Fall 2018

A total of 1,595 full-time freshman students were admitted in the Fall, 2018 semester, including 585 (36.7%) students not classified to one of the four cohorts (regular admits, SEEK, OSS, OTHER). This analysis is based on 1,010 students distributed among the four cohorts. Of these, 495 (49.0%) were admitted as regular admits. An additional 210 (20.8%) students were admitted to the SEEK cohort, 118 (11.7%) were admitted to the OSS cohort, and 187 (18.5%) were admitted to the OTHER cohort. Data were only available for term 1 (Fall, 2018).

SAT and CAA range, mean, and standard deviation for each cohort are depicted in Table 12 below (N = 1,010)

Table 12. Admission data for each cohort admitted in Fall 2017

	SAT Range	SAT Mean (SD)	CAA Range	CAA Mean (SD)
Regular admits	920 – 1550	1025.6 (86.3)	78.1 – 98.0	88.1 (3.6)
SEEK*	800 – 1130	890.1 (139.3)	77.1 – 98.0	83.7 (4.6)
OSS	860 – 1120	964.2 (45.2)	80.2 – 97.0	86.3 (4.0)
OTHER	730 – 1250	974.6 (74.0)	77.2 – 96.5	84.1 (4.2)

*4 students did not have SAT and CAA scores

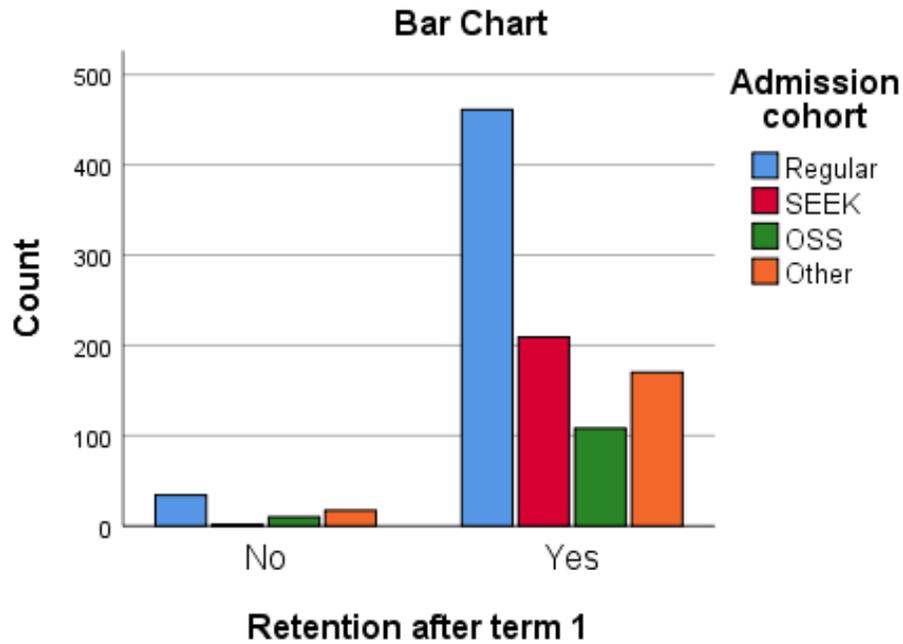
Retention after Semester 1

The table and figure below depict the number and percent of students retained after the semester 1 in each of the four cohorts. The differences were not statistically significant ($p = 0.277$). However, chi square analysis with standardized residuals revealed that failure to retain students was strongly associated with a GPA < 2.0 ($p < 0.001$).

Table 13. Frequency and percentage of students retained after semester 1

	Students Retained after Semester 1 N (%)
Regular admits	461 (93.1)
SEEK	209 (99.5)
OSS	108 (91.5)
OTHER	170 (90.9)

Figure 19. Student retention for each cohort, fall 1



Credits Earned

Credits Earned in Semester 1

Students admitted to each cohort earned a similar number of credits. The distribution of credits earned in the first semester for each cohort are displayed in the figure below. Differences were not statistically significant ($p = 0.148$).

Figure 20. Distribution of credits earned by each cohort in semester 1

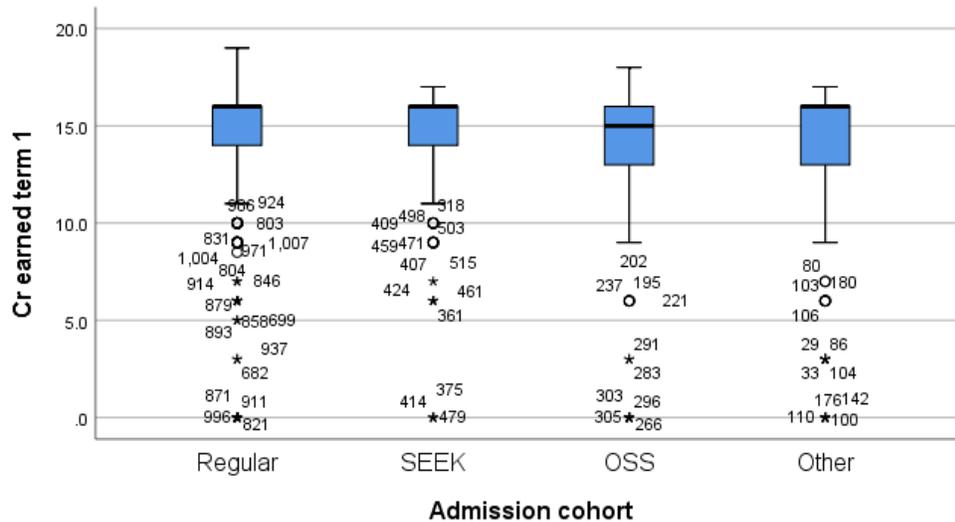


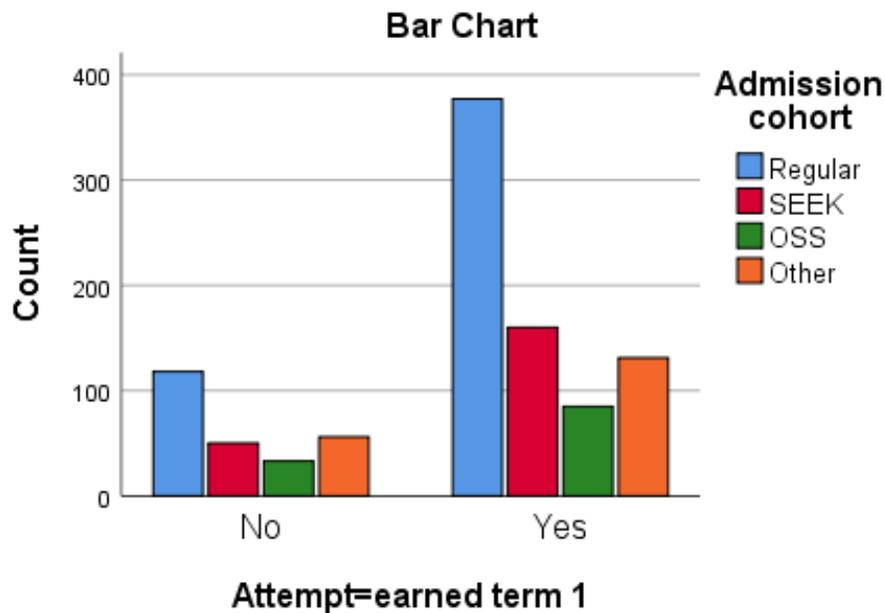
Table 14. ANOVA pairwise comparison of credits earned in semester 1 for cohorts

(I) Admission cohort	(J) Admission cohort	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Regular	SEEK	-.1670	.3027	1.000	-.967	.633
	OSS	.8774	.3766	.120	-.118	1.873
	Other	.5272	.3155	.570	-.307	1.361
SEEK	Regular	.1670	.3027	1.000	-.633	.967
	OSS	1.0444	.4229	.082	-.074	2.162
	Other	.6942	.3696	.364	-.283	1.671
OSS	Regular	-.8774	.3766	.120	-1.873	.118
	SEEK	-1.0444	.4229	.082	-2.162	.074
	Other	-.3502	.4322	1.000	-1.493	.792
Other	Regular	-.5272	.3155	.570	-1.361	.307
	SEEK	-.6942	.3696	.364	-1.671	.283
	OSS	.3502	.4322	1.000	-.792	1.493

Credits Attempted versus Credits Earned

A composite variable was created to determine whether the number of credits attempted equaled the number of credits earned. This variable proxied whether students dropped courses during the semester. Chi square analysis with standardized residuals revealed no statistically significant differences between the cohorts ($p = 0.339$). The proportion of students in each cohort whose credits attempted equaled credits earned was similar, ranging from 70.1% - 76.2%.

Figure 21. Semester 1, credits attempted versus credits earned for each cohort, semester 1



Note: The “yes” bars indicate that students earned the credits they attempted (registered for, did not drop classes).

Grade Point Average (GPA)

Mean GPA was calculated for each cohort for each semester. ANOVA pairwise comparisons were conducted to determine between-group differences in each cohort pair. The only significant difference was between the regular admit cohort and the OTHER cohort ($p = 0.007$).

Table 15. Mean cumulative GPAs for each cohort for the first semester

Semester	Cumulative GPA (SD)	95% C.I.
Regular admits	3.14 (0.87)	3.06, 3.21
SEEK	2.95 (0.73)	2.85, 3.05
OSS	2.94 (1.02)	2.75, 3.12
OTHER	2.89 (0.93)	2.76, 3.03

Table 16. ANOVA pairwise comparisons of GPA among cohorts, semester 1

(I) Admission cohort	(J) Admission cohort	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Regular	SEEK	.190421	.072144	.051	-.00029	.38113
	OSS	.199005	.089744	.161	-.03823	.43624
	Other	.245508*	.075195	.007	.04673	.44428
SEEK	Regular	-.190421	.072144	.051	-.38113	.00029
	OSS	.008585	.100787	1.000	-.25784	.27501
	Other	.055087	.088081	1.000	-.17775	.28793
OSS	Regular	-.199005	.089744	.161	-.43624	.03823
	SEEK	-.008585	.100787	1.000	-.27501	.25784
	Other	.046502	.102993	1.000	-.22576	.31876
Other	Regular	-.245508*	.075195	.007	-.44428	-.04673
	SEEK	-.055087	.088081	1.000	-.28793	.17775
	OSS	-.046502	.102993	1.000	-.31876	.22576

*. The mean difference is significant at the 0.05 level.

A composite variable was created to dichotomize GPA (≥ 2.0 and < 2.0). Results of a chi square analysis with standardized residuals revealed that students in the OTHER cohort had a significantly greater proportion of GPAs < 2.0 compared to the other cohorts ($p = 0.011$).

Figure 22. Frequency of GPAs above and below 2.0, Semester 1

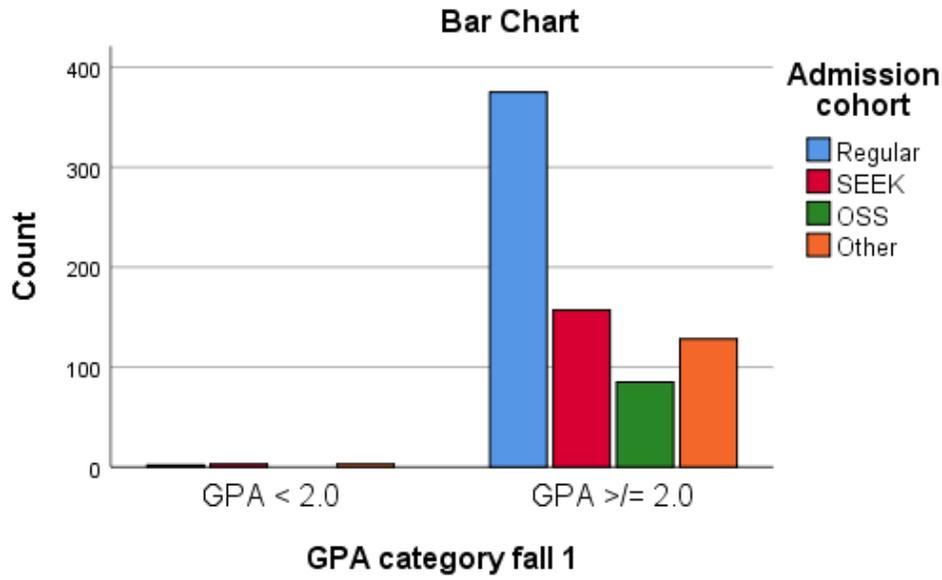
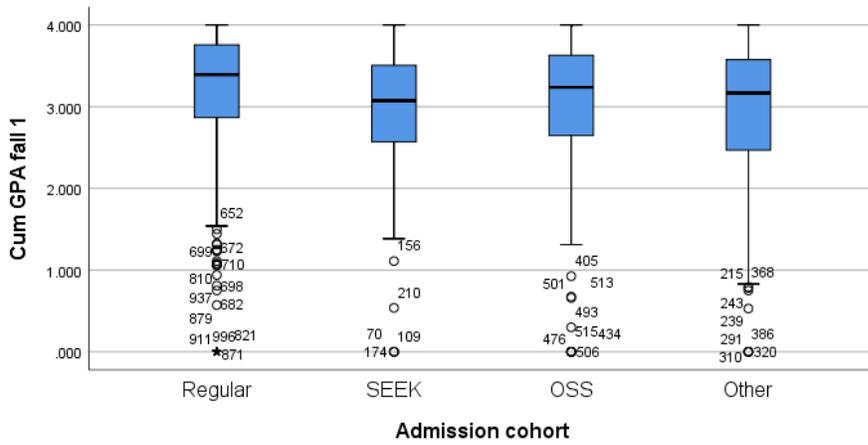


Figure 23. Comparison of GPA for semester 1 for all cohorts



Cost Effectiveness

The subcommittee requested, but never received, raw data to conduct a cost-effectiveness comparison among the four cohorts. However, the following information was provided by Reine Sarmiento.

FALL 2018

Freshman College:

The administrative costs associated with Freshman Year Initiative (FYI), and Freshman College (FC) that includes advisement, career counseling, financial aid and personal counseling for FC students is \$438,127. The number of Freshman College students (fall 17 and fall 18 cohorts) in fall 18 was 1251. By dividing the administrative costs by the number of students, **the cost per FC student is \$350.22.**

SOP/OSS:

In the fall 18, Lehman College accepted 116 students identified and coded as SOP, these students represent the total number of students that were not math proficient. However, by the start of classes, 94 students were math proficient based on the Accuplacer exam. The number of students that were not math proficient was 22, these students were identified and coded as OSS.

The 94 SOP students received no additional services other than those provided by Freshman College to the regular population. The 22 students identified as OSS enrolled in Math 126 with an additional hour of instructional support at a cost of \$2,148. Therefore, the additional cost for OSS students was calculated by dividing the cost for the additional instructional hour by the number of OSS students. The cost per OSS student based on the additional hour is \$97.64. Therefore, the **total cost per OSS student is \$447.86 (\$97.64 + \$350.22).**

FALL 2017 & 2018

SEEK:

The SEEK per student cost for 959 students in fall 17 was \$1,687,30. This number was derived by dividing the total number of SEEK students by the total cost of SEEK, which includes the FYI cost, counseling, tutoring, temp services, and OTPS. The same calculation was done for fall 18. The cost per SEEK student in fall 18 was **\$1,704.39.**

Senate Meeting – November 6, 2019
Proposed Graduate Studies Report

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

Department of Speech-Language-Hearing Sciences

- Change in admission requirements, program title and description: Advanced Certificate in Bilingual Extension in Speech-Language Pathology

Department of Health Sciences

- Change in degree requirements: MA, Health Education and Promotion
- New courses: EXS 617 and 670

Department of Social Work

- New courses: SWK 673, 674, 675, 775, 776 and 777

Department of Counseling, Leadership, Literacy and Special Education

- Program Name from Educational Leadership to Leadership Studies
- Change in admission requirements: Advanced Certificate, Special Education Program

Department of Liberal Studies

- Change in bulletin description: MA, Interdisciplinary Program in Liberal Studies

Department of Nursing

- Change in degree requirements: MS, Family Nurse Practitioner
- Change in degree requirements: MS, Pediatric Nurse Practitioner
- Course change: NUR 770

Office of Graduate Studies

- New policies/procedures: *Graduate Advanced Standing; Awarding Credit for Same Courses in Different Degree Programs*
- Updated/revised policy/procedure: *Transfer of Credit*

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

I also have **Informational Items** to share – two experimental courses, which have been approved, from the following departments:

Department of Anthropology

- Experimental course: ANT 750

Department of Political Science

- Experimental course: POL 750

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

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

DEPARTMENT OF ANTHROPOLOGY

CURRICULUM CHANGE

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

2.

Department(s)	Anthropology
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	Anthropology
Course Prefix & Number	ANT 750
Course Title	Topics in Anthropology
Description	Study of various topics in Anthropology. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Departmental Approval.
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

This course can be used by students in the MA program in Liberal Studies (MALS) as an equivalent to graduate-level courses in Anthropology taken by epermit at other CUNY campuses. The Anthropology Department also anticipates opening small sections of this course to meet with some 300-level or 400-level courses, which will enable MALS students to learn from the Lehman instructor in the course and perform additional work in order to meet the standards of a 700-level course.

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

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

5. Date of Departmental Approval: September 24, 2019

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

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

CURRICULUM CHANGE

1. **Type of Change:** Change of Overall Program Name

2. **From:**

~~Educational Leadership~~

3. **To:**

Leadership Studies

4. **Rationale:**

When we first named our programs, Educational Leadership, we only offered programs that prepared candidates to become leaders in PreK-12 schools and/or school districts. These programs only prepared candidate for leadership within PreK-12 educational settings. In fall 2018, we began offering an Organizational Leadership Program, which prepares leadership for a variety of settings (e.g., higher education, nonprofits, hospitals, corporate, etc.) and is not just associated with Prek-12 educational settings. Therefore, we are proposing to change the name of our program to be more representative of the multi-focus leadership programs we offer – and may offer in the future. Moving forward, our overall program will be called Leadership Studies, which will house our three current leadership programs (MSEd, Educational Leadership/School Building; Advanced Certificate, Educational Leadership/School District; and MS, Organizational Leadership).

5. **Date of departmental approval:** September 11, 2019

**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 (Birth-2)

Hegis Number: 0808

Program Code: 35675

Effective Term: Fall 2020

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

2. **From:**

Special Education Teacher, Birth to 2: Advanced Certificate Program

~~Effective: Fall 2019.~~ Students who entered this certificate program beginning in the ~~Fall of 2019~~ or thereafter must follow these requirements. Students who entered this program prior to ~~Fall of 2019~~ follow the requirements that were in effect at the time they began the program. ~~See link below for the most recent Special Education Teacher, Birth to 2: Advanced Certificate Program requirements prior to Fall 2019.~~ Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

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:

EDS 701	Understanding Individuals with Disabilities	3
Core Courses (9 Credits)		
EDS 743	Behavioral Assessment, Management, and Change	3
EDS 704	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
Practicum (6 credits)		
EDS 703	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Children with Disabilities	3
EDS 705	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children with Disabilities	3

3. To:

Special Education Teacher, Birth to 2: Advanced Certificate Program

Students who entered this certificate program beginning in the Fall of 2020 or thereafter must follow these requirements. Students who entered this program prior to Fall of 2020 follow the requirements that were in effect at the time they began the program. Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

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 master's degree from an accredited teacher preparation program.
2. A copy of graduate transcript showing a minimum 3.0 GPA.
3. A valid provisional, initial, permanent, or professional certificate in Early Childhood Education, Birth-2.

Notes:

- The certificate that you apply for should be at the same developmental level/age group that you have been teaching. Note: Individuals who do not have certification at the same developmental level/age group as their initial certification will need to take additional courses to meet the program requirements.
- Current Lehman College education students should speak to their program advisor for admission approval.
- Upon review of academic application materials, there may be deficiencies that need to be addressed by taking additional coursework.

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 applied 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:

EDS 701	Understanding Individuals with Disabilities	3
<u>OR EDS 702</u>	<u>The Young Child with Special Needs</u>	<u>3</u>

Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
EDS 704	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Young Children with Disabilities	3

EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
Practicum (6 credits)		
EDS 703	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Young Children with Disabilities	3
EDS 705	Practicum in Curriculum and Instruction for Culturally and Linguistically Diverse Young Children with Disabilities	3

4. **Rationale:**

When a student applies for an advanced certification program, they already have completed a master's degree or been accepted into a master's degree program, so their academic application materials already have been reviewed. It is not necessary for students to submit these materials again as part of their application to the advanced certification program. Requiring these materials is an added burden for applicants. Applicants who are in good academic standing with a GPA of 3.0 in their graduate program or who have completed a master's degree with a GPA of 3.0 meet the requirements for admission for an advanced certification program. The addition of EDS 702 as an alternative to EDS 701 will reflect more accurately the acceptable options for students and will streamline the graduation audit process. These changes will not impact the learning outcomes of the department and/or the major/program.

5. **Date of departmental approval:** September 11, 2019

**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: Fall 2020

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

2. **From:**

Special Education Teacher, 1-6: Advanced Certificate Program

~~Effective: Fall 2019.~~ Students who entered this certificate program beginning in the Fall of 2019 or thereafter must follow these requirements. Students who entered this program prior to Fall of 2019 follow the requirements that were in effect at the time they began the program. ~~See link below for the most recent Special Education Teacher, 1-6: Advanced Certificate Program requirements prior to Fall 2019.~~ Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

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:

EDS 701	Understanding Individuals with Disabilities	3
Core Courses (9 Credits)		
EDS 743	Behavioral Assessment, Management, and Change	3
EDS 709	Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities	3
EDS 741	Psycho-educational Evaluation of Children with Learning Problems	3
Practicum (6 credits)		
EDS 708	Practicum in Behavioral Assessment and Management of Culturally and Linguistically Diverse Childhood Students with Disabilities	3
EDS 710	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities	3

3. To:

Special Education Teacher, 1-6: Advanced Certificate Program

Students who entered this certificate program beginning in the Fall of 2020 or thereafter must follow these requirements. Students who entered this program prior to Fall of 2020 follow the requirements that were in effect at the time they began the program. Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

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 master's degree from an accredited teacher preparation program.
2. A copy of graduate transcript showing a minimum 3.0 GPA.
3. A valid provisional, initial, permanent, or professional certificate in Childhood Education, Grades 1 through 6 from an accredited teacher preparation program.

Notes:

- The certificate that you apply for should be at the same developmental level/age group that you have been teaching. Note: Individuals who do not have certification at the same developmental level/age group as their initial certification will need to take additional courses to meet the program requirements.
- Current Lehman College education students should speak to their program advisor for admission approval.
- Upon review of academic application materials, there may be deficiencies that need to be addressed by taking additional coursework.

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 applied 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:

EDS 701	Understanding Individuals with Disabilities	3
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<u>OR EDS 707</u>	<u>The Childhood Student with Disabilities</u>	<u>3</u>
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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 with Disabilities	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 Students with Disabilities	3
EDS 710	Practicum in Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students with Disabilities	3

4. Rationale:

When a student applies for an advanced certification program, they already have completed a master's degree or been accepted into a master's degree program, so their academic application materials already have been reviewed. It is not necessary for students to submit these materials again as part of their application to the advanced certification program. Requiring these materials is an added burden for applicants. Applicants who are in good academic standing with a GPA of 3.0 in their graduate program or who have completed a master's degree with a GPA of 3.0 meet the requirements for admission for an advanced certification program. The addition of EDS 707 as an alternative to EDS 701 will reflect more accurately the acceptable options for students and will streamline the graduation audit process. These changes will not impact the learning outcomes of the department and/or the major/program.

5. Date of departmental approval: September 11, 2019

**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 (grades 7-12)

Hegis Number: 0808

Program Code: 35677

Effective Term: Fall 2020

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

2. **From:**

Special Education, 7-12: Advanced Certificate Program

~~Effective: Fall 2019.~~ Students who entered this certificate program beginning in the ~~Fall of 2019~~ or thereafter must follow these requirements. Students who entered this program prior to ~~Fall of 2019~~ follow the requirements that were in effect at the time they began the program. ~~See link below for the most recent Special Education, 7-12: Advanced Certificate Program requirements prior to Fall 2019.~~ Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

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	Curriculum & Instructional Practices for Culturally & Linguistically Diverse Adolescents with Disabilities in Inclusive Settings	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 Adolescents with Disabilities in Inclusive Settings	3
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EDS 716	Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents with Disabilities	3
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3. To:

Special Education, 7-12: Advanced Certificate Program

Students who entered this certificate program beginning in the Fall of 2020 or thereafter must follow these requirements. Students who entered this program prior to Fall of 2020 follow the requirements that were in effect at the time they began the program. Please refer to DegreeWorks or consult an advisor to review your requirements and track your progress.

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 master's degree from an accredited teacher preparation program.
2. A copy of graduate transcript showing a minimum 3.0 GPA.
3. A valid provisional, initial, permanent, or professional certificate in teaching mathematics, English language arts, social studies or science, grades 7-12 from an accredited teacher preparation program.

Notes:

- The certificate that you apply for should be at the same developmental level/age group that you have been teaching. Note: Individuals who do not have certification at the same developmental level/age group as their initial certification will need to take additional courses to meet the program requirements.
- Current Lehman College education students should speak to their program advisor for admission approval.
- Upon review of academic application materials, there may be deficiencies that need to be addressed by taking additional coursework.

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 applied 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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OR EDS 712	<u>The Adolescent with Disabilities</u>	<u>3</u>
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Core Courses (9 Credits)

EDS 743	Behavioral Assessment, Management, and Change	3
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EDS 714	Curriculum & Instructional Practices for Culturally & Linguistically Diverse Adolescents with Disabilities in Inclusive Settings	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 Adolescents with Disabilities in Inclusive Settings	3
EDS 716	Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents with Disabilities	3

4. Rationale:

When a student applies for an advanced certification program, they already have completed a master's degree or been accepted into a master's degree program, so their academic application materials already have been reviewed. It is not necessary for students to submit these materials again as part of their application to the advanced certification program. Requiring these materials is an added burden for applicants. Applicants who are in good academic standing with a GPA of 3.0 in their graduate program or who have completed a master's degree with a GPA of 3.0 meet the requirements for admission for an advanced certification program. The addition of EDS 712 as an alternative to EDS 701 will reflect more accurately the acceptable options for students and will streamline the graduation audit process. These changes will not impact the learning outcomes of the department and/or the major/program.

5. Date of departmental approval: September 11, 2019

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

DEPARTMENT OF GRADUATE STUDIES

CURRICULUM CHANGE

Effective Term: Fall 2020

1. **Type of Change:** New Policy and Procedure

2. **From:** N/A

3. **To:**

Graduate Advanced Standing

Advanced Standing is awarded based on a review of applicable undergraduate (or) graduate degrees completed. Credits which are applicable to a subsequent graduate program at Lehman College may be posted as Advanced Standing credits on the official graduate transcript. Regardless of academic or professional background, all graduate students are required to fulfill the residency requirement of Lehman College.

All students requesting advanced standing must fill out the Graduate Advanced Standing application form and submit the appropriate official transcripts during their first semester of study.

Requests for Advanced Standing depends upon the assessment of the Program Director and the Office of Graduate Studies. No evaluation can be performed or credit granted until the student has matriculated in a graduate program at Lehman College. The submission of an application for Advanced Standing does not guarantee approval, and all decisions are final and not subject to appeal.

4. **Rationale:**

This policy establishes the criteria for the acceptance of Advanced Standing credits toward a Lehman College graduate degree. Advanced Standing allows eligible students to reduce their period of study and time to degree completion from Lehman College in an approved graduate program.

5. **Date of departmental approval:** October 2, 2019

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**
OFFICE OF GRADUATE STUDIES

Effective Term: Fall 2020

1. **Type of Change:** New Policy and Procedure

2. **From:** N/A

3. **To:**

Awarding Credit for Same Courses in Different Degree Programs

It is appropriate to give credit for the same coursework in instances where there may be overlap in degree requirements under the following conditions: (a) studies in a second field has been completed in a time span greater than required for one degree; and (b) when competencies gained are in essentially different areas.

4. **Rationale:**

Adaptation of policy based on recently released NYS Department of Education guidance. Reference: <http://www.nysed.gov/college-university-evaluation/awarding-credit-same-courses-different-degree-programs>.

5. **Date of Graduate Studies Committee approval:** October 2, 2019

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

OFFICE OF GRADUATE STUDIES

Effective Term: Fall 2020

1. **Type of Change**: Update Policy and Procedure

2. **From**:

Transfer of Credit

It is strongly encouraged that students who wish to have graduate credits transferred should apply during their first semester in attendance as a matriculated graduate student at Lehman using the Application for Transfer of Graduate Credit form available in the Office of Graduate Studies (Shuster Hall, Room 279). All credits to be applied toward a Lehman College master's degree are subject to the approval of the academic graduate adviser (or department chair) from the student's academic program and the Office of Graduate Studies. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated.

The following courses are eligible for transfer:

- Graduate courses taken ~~within the last five years~~ at other accredited colleges where no degree has been awarded. (12 credits maximum)
- Graduate courses taken ~~within the last five years~~ at Lehman College as a non-degree student. (12 credits maximum)
- Courses applied ~~within the last five years~~ toward a previously awarded and accredited graduate degree. (6 credits maximum)
- Graduate courses taken ~~within the last five years~~ at Lehman College as an approved student. (12 credits)

The following transfer credit regulations apply to all matriculated Lehman College graduate students:

- With appropriate permission, a maximum of 12 credits in total may be transferred toward a Lehman master's degree
- Only six 6 credits counted toward a previously awarded master's degree are eligible for transfer.
- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Grades of B or better in courses taken outside of Lehman College are required for eligibility.
- ~~Courses taken more than five years prior to matriculation at Lehman will not be considered for transfer.~~

- Capstone clinical experiences such as student teaching, internship, or practicum in education, theses, and other, culminating master's degree projects taken at Lehman College or at institutions outside of Lehman are not considered for transfer to Lehman College master's degree programs.
- Students matriculated in Social Work may request transfer credits only toward the special topics/elective requirement.

When students have taken more than 12 credits prior to matriculation, Lehman College courses will be given priority, provided they meet the College's requirements.

3. To:

Transfer of Credit

It is strongly encouraged that students who wish to have graduate credits transferred should apply during their first semester in attendance as a matriculated graduate student at Lehman using the Application for Transfer of Graduate Credit form available in the Office of Graduate Studies (Shuster Hall, Room 279). All credits to be applied toward a Lehman College master's degree are subject to the approval of the academic graduate adviser (or department chair) from the student's academic program and the Office of Graduate Studies. Transfer credits must conform to the regulations for the program and the curriculum in which the student is matriculated.

The following courses are eligible for transfer:

- Graduate courses taken at other accredited colleges where no degree has been awarded. (12 credits maximum)
- Graduate courses taken at Lehman College as a non-degree student. (12 credits maximum)
- Courses applied toward a previously awarded and accredited graduate degree. (6 credits maximum)
- Graduate courses taken at Lehman College as an approved student. (12 credits)

The following transfer credit regulations apply to all matriculated Lehman College graduate students:

- With appropriate permission, a maximum of 12 credits in total may be transferred toward a Lehman master's degree
- Only six (6) credits counted toward a previously awarded master's degree are eligible for transfer.
- Courses must be graduate-level and must be taken at accredited institutions offering master's degree programs.
- Grades of B or better in courses taken outside of Lehman College are required for eligibility.
- Capstone clinical experiences such as student teaching, internship, or practicum in education, theses, and other, culminating master's degree projects taken at Lehman College or at institutions outside of Lehman are not considered for transfer to Lehman College master's degree programs.

- Students matriculated in Social Work may request transfer credits only toward the special topics/elective requirement.

When students have taken more than 12 credits prior to matriculation, Lehman College courses will be given priority, provided they meet the College's requirements.

4. Rationale:

This change in policy allows program directors to award transfer credit, at their discretion, to students seeking to transfer courses over five years old into their degree program. This change in policy provides program directors with the flexibility to award course credit in transfer for courses where content has not changed.

5. Date of Graduate Studies Committee approval: October 2, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Health Education and Promotion, MA

Hegis Number: 0837.00

Program Code: 02186

Effective Term: Fall 2020

1. **Type of Change:** Adding an elective course to the list of available electives

2. **From:**
Health Education and Promotion M.A. Program

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES (Certified Health Education Specialist) or MCHES exam (Master Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing.

Students also may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

Admission Requirements

To be considered for admission to the M.A. in Health Education and Promotion, an applicant must:

1. Possess a bachelor's degree from an accredited university.
2. Have completed an approved program of study with a minimum average of approximately B (3.0) in the major and B- (2.7) overall.
3. Submit three letters of recommendation (including one from a professor from your undergraduate degree program).
4. Submit a personal goal statement.

Degree Requirements

The curriculum consists of 33 graduate credits and a comprehensive examination.

Course and credit requirements are as follows:

In required HEA courses (21):

	Credits
HEA 602 Research Methods in Health Education	3
HEA 603 History and Philosophy of Health Education and Promotion	3
HEA 620 Health Counseling	3
HEA 622 Organization and Administration of Health Education and Promotion Programs	3
HEA 623 Program Planning and Evaluation in Health Education	3
HEA 670 Field Experience in Health Education	3
HEA 675 Teaching Strategies for Community Health	3

HEA 670: Subject to departmental permission, students currently employed in the field of health education may take an HEA elective in lieu of HEA 670.

In HEA electives (12)

Students may select from the following elective courses:

	Credits
HEA 502 Women and Health	3
HEA 507 Human Sexuality	3
HEA 509 Drugs and Substance Abuse	3
HEA 510 Health and Aging	3
HEA 511 Perspectives on HIV/AIDS	3
HEA 636 Perspectives on Death and Dying	3
HEA 640 Nutrition and Chronic Diseases	3
HEA 680 Special Topics in Health	3

3. To: Health Education and Promotion M.A. Program

The M.A in Health Education and Promotion is a 33-credit graduate degree that provides advanced academic training for individuals employed or planning to seek employment as health educators in academic, clinical, community, and corporate settings. This program prepares students to meet the expanding need for health

education professionals capable of working with the community in a variety of public, private, and professional settings. Graduates of the program may also find career opportunities as health advocates, program planners and evaluators, case managers, policy analysts and health administrators. This degree may also be suitable for individuals such as nurses, social workers, physician assistants or allied health personnel who wish to enhance their qualifications. Upon completion of the degree, students are eligible to sit for the CHES (Certified Health Education Specialist) or MCHES exam (Master Certified Health Education Specialist), a national credential awarded by the National Commission for Health Education Credentialing. Students also may complete the degree program entirely online by taking online courses only. The online-only option is not available to students studying on an F1 Visa.

Admission Requirements

To be considered for admission to the M.A. in Health Education and Promotion, an applicant must:

1. Possess a bachelor's degree from an accredited university.
2. Have completed an approved program of study with a minimum average of approximately B (3.0) in the major and B- (2.7) overall.
3. Submit three letters of recommendation (including one from a professor from your undergraduate degree program).
4. Submit a personal goal statement.

Degree Requirements

The curriculum consists of 33 graduate credits and a comprehensive examination.

Course and credit requirements are as follows:

In required HEA courses (21):

		Credits
HEA 602	Research Methods in Health Education	3
HEA 603	History and Philosophy of Health Education and Promotion	3
HEA 620	Health Counseling	3
HEA 622	Organization and Administration of Health Education and Promotion Programs	3
HEA 623	Program Planning and Evaluation in Health Education	3
HEA 670	Field Experience in Health Education	3
HEA 675	Teaching Strategies for Community Health	3

HEA 670: Subject to departmental permission, students currently employed in the field of health education may take an HEA elective in lieu of HEA 670.

In HEA electives (12)

Students may select from the following elective courses:

	Credits
HEA 502 Women and Health	3
HEA 507 Human Sexuality	3
HEA 509 Drugs and Substance Abuse	3
HEA 510 Health and Aging	3
HEA 511 Perspectives on HIV/AIDS	3
HEA 636 Perspectives on Death and Dying	3
HEA 640 Nutrition and Chronic Diseases	3
HEA 680 Special Topics in Health	3
<u>HEA 627 Health Problems and Issues in Contemporary Society</u>	<u>3</u>

4. **Rationale:**

HEA 627 is an elective course that had not been offered for many years. We started offering HEA 627 again the past couple of semesters. We would like to include this course in the list of electives for the degree since we will be offering it on a regular basis from now on.

5. **Date of departmental approval:** September 4, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 617
Course Title	Advanced Training Methods for Strength and Hypertrophy
Description	Practical implications of research for maximizing muscle strength and hypertrophy and development of advanced training strategies.
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
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3. **Rationale:**

A majority of the population undertakes resistance training to improve muscle strength and hypertrophy. Moreover, these factors have important implications for optimizing athletic performance, and thus are highly relevant to a degree in Human Performance and Fitness. A dedicated course is needed to fully delve into the details of the topic and further students' ability to create individualized programming.

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

- Demonstrate an understanding of the proposed mechanisms by which resistance training impacts muscular adaptations.
- Discuss the ways different loading zones impact gains in muscle strength and hypertrophy, and the implications for exercise prescription.
- Discuss the dose-response effects of resistance training volume on muscular adaptations, and how the interaction between volume and frequency affects these adaptations.
- Discuss whether training to failure is beneficial to maximizing muscular adaptations.
- Discuss how eccentric and concentric actions can differentially affect muscle strength and growth.
- Discuss how exercise selection can be manipulated to enhance muscle growth.
- Describe the benefits/drawbacks of advanced training strategies such as drop sets, eccentric overload, cluster sets, intraset stretching, etc. and discuss the implications for exercise prescription.
- Explore potential differences in hypertrophy and strength training programming with respect to training age (beginner, intermediate, advanced).
- Explore potential differences in approach to hypertrophy and strength training with respect to dietary phase (weight loss, maintenance, weight gain).
- Demonstrate an understanding of the various periodization models and the research on each with respect to muscle strength and hypertrophy.

- Explain the various methods for measuring muscle hypertrophy, and discuss their strengths and weaknesses.

5. **Date of Departmental Approval:** September 4, 2019

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

DEPARTMENT OF HEALTH SCIENCES

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Human Performance and Fitness
Course Prefix & Number	EXS 670
Course Title	Research Practicum in Applied Exercise Science
Description	Minimum of 120 hours in a research-based setting on an applied exercise-related topic.
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
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3. **Rationale:**

A primary goal of the Human Performance and Fitness program is to ensure that students become evidence-based fitness professionals. Inherent to this goal is that students are proficient in understanding and interpreting exercise-related research. Being directly involved in a research-based setting provides keen insights into the research process that cannot be appreciated without experience in this realm. The course will be particularly important for students who choose the project option, and therefore will not be required to carry out their own research study. Those in the thesis option will benefit from gaining experience in research prior to carrying out their own study, and thus be better prepared for their thesis research.

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

- Understand the research recruitment process.
- Appreciate the complexities of the research process.
- Understand the limitations of drawing inferences from applied human and/or animal research.
- Display an ability to engage in teamwork.
- Apply classroom skills and knowledge to a research-based setting.
- Display competency in the duties expected of a research assistant.

5. **Date of Departmental Approval:** September 4, 2019

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

M.A., INTERDISCIPLINARY PROGRAM IN LIBERAL STUDIES

CURRICULUM CHANGE

Name of Program and Degree Award: Liberal Studies, M.A.

Hegis Number: 4901.00

Program Code 90048

Effective Date: Fall 2020

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

2. **From:**
36-Credit Interdisciplinary Program in Liberal Studies, M.A.

The M.A. in Liberal Studies Program is an interdisciplinary 36-credit degree program that allows students to design and pursue an individual course of study among several different departments at Lehman College. Students take a 12-credit core of Liberal Studies courses and 18 credits of graduate electives from various departments. The final requirement is to write a master's thesis under the supervision of a faculty member.

Admission Requirements

- A bachelor's degree with at least a 3.0 grade point average or its foreign equivalent from an accredited college or university. In exceptional cases student with a cumulative undergraduate grade-point average below 3.0 may apply by special petition.
- Submission of an autobiographical letter.
- Two letters of recommendation.
- Submission of a tentative course list related to the area intended to be pursued as a concentration.

Degree Requirements

CURRICULUM (36 credits)

Core courses (12 credits):

MLS 701 Introduction to Liberal Studies

MLS 702 The Arts and Humanities

MLS 703 The Social Sciences
MLS 704 The Natural Sciences

Electives to be chosen by students and adviser (18 credits):

Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

Thesis (6 credits):

MLS 797 Master's Thesis Preparation

Thesis. The program's major requirements consist of a master's thesis (6 credits). A written thesis proposal must be approved by the Faculty Advisory Committee, assuming prior approval by the student's first and second readers, by the time the student has completed 20 credits and is about to begin serious research or study related to the master's thesis.

Comprehensive Examination. Upon completion of all course work and submission of the thesis, all students must successfully pass a one-hour comprehensive examination. The examination is the same as the student's thesis committee. The chair of this committee and primary reader/adviser of the thesis is a faculty member in the field addressed by the thesis; two other members of the committee and second readers of the thesis will usually be program faculty advisers, but not necessarily in all cases.

Transfer credits. With appropriate permission, matriculated graduate students may apply to transfer up to 12 credits of graduate courses that have been earned within the last five years. A maximum of six credits can be transferred from courses applied toward a previously awarded master's degree.

Credit for Life Experience. With appropriate permission, matriculated graduate students who have not earned any other life-experience credits within the last five years may earn up to 6 credits (to be treated as transfer credits) for Prior Learning Assessment. PLA is based on student's ability to demonstrate learning that has taken place through volunteer activities or employment services. This knowledge must fall within one or more of the academic disciplines of the college. PLA rewards students for the time and advancement they have achieved in alternative learning settings. PLA must be in an appropriate field and is approved by the Program director. Students interested in PLA may register for a non-credit Portfolio Development workshop offered by the Office of Continuing Education.

Curriculum. The liberal studies program offers students the opportunity to design a course of study reflecting specific interest in a particular area of concentration.

Students may take graduate courses as part of an individualized course of study, designed by the students themselves in consultation with a faculty committee, and suited to their own interests and professional needs. In some area of concentration, students should be prepared to meet basic foreign language requirements where appropriate.

Students may choose any graduate course offered by the following departments:

- Anthropology
- Art
- Biological Sciences
- Chemistry
- English
- Earth, Environmental, and Geospatial Sciences
- History
- [~~Journalism, Communication, and Theatre~~]
- Languages and Literatures
- [~~Latin American, Latino and Puerto Rican Studies~~]
- [~~Mathematics and Computer Science~~]
- [~~Music~~]
- Physics and Astronomy
- Political Science
- [~~Psychology~~]

Advisement. Upon admission, each student is assigned a faculty adviser with special knowledge of the student's anticipated area of concentration. In consultation with his or her faculty adviser, a student develops a coherent course of study that must provide a balanced, interdisciplinary selection of courses in the spirit of the Liberal Studies Program. When a student is ready to choose a particular area of special research interest, he or she is assigned to an appropriate adviser with a particular interest in or special knowledge of the subject in question. Students who lack sufficient prerequisites for the particular area of study in which they choose to concentrate (e.g., the foreign languages required for focused historical or geopolitical study) are advised to add appropriate undergraduate courses to their graduate course-load.

Time Limit. Degree candidates must complete all requirements for the degree within a period of five years following matriculation.

3. To: 36-Credit Interdisciplinary Program in Liberal Studies, M.A.

The M.A. in Liberal Studies Program is an interdisciplinary 36-credit degree program that allows students to design and pursue an individual course of study among several

different departments at Lehman College. Students take a 12-credit core of Liberal Studies courses and 18 credits of graduate electives from various departments. The final requirement is to write a master's thesis under the supervision of a faculty member.

Admission Requirements

- A bachelor's degree with at least a 3.0 grade point average or its foreign equivalent from an accredited college or university. In exceptional cases student with a cumulative undergraduate grade-point average below 3.0 may apply by special petition.
- Submission of an autobiographical letter.
- Two letters of recommendation.
- Submission of a tentative course list related to the area intended to be pursued as a concentration.

Degree Requirements

CURRICULUM (36 credits)

Core courses (12 credits):

MLS 701	Introduction to Liberal Studies
MLS 702	The Arts and Humanities
MLS 703	The Social Sciences
MLS 704	The Natural Sciences

Electives to be chosen by students and adviser (18 credits):

Students may select any graduate courses in the Liberal Arts offered by Lehman College (consult the list of departments below), or enroll in an independent study (MLS 795) with a supervisor approved by the Program adviser.

Thesis (6 credits):

MLS 797	Master's Thesis Preparation
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Thesis. The program's major requirements consist of a master's thesis (6 credits). A written thesis proposal must be approved by the Faculty Advisory Committee, assuming prior approval by the student's first and second readers, by the time the student has completed 20 credits and is about to begin serious research or study related to the master's thesis.

Comprehensive Examination. Upon completion of all course work and submission of the thesis, all students must successfully pass a one-hour comprehensive examination.

The examination is the same as the student's thesis committee. The chair of this committee and primary reader/adviser of the thesis is a faculty member in the field addressed by the thesis; two other members of the committee and second readers of the thesis will usually be program faculty advisers, but not necessarily in all cases.

Transfer credits. With appropriate permission, matriculated graduate students may apply to transfer up to 12 credits of graduate courses that have been earned within the last five years. A maximum of six credits can be transferred from courses applied toward a previously awarded master's degree.

Credit for Life Experience. With appropriate permission, matriculated graduate students who have not earned any other life-experience credits within the last five years may earn up to 6 credits (to be treated as transfer credits) for Prior Learning Assessment. PLA is based on student's ability to demonstrate learning that has taken place through volunteer activities or employment services. This knowledge must fall within one or more of the academic disciplines of the college. PLA rewards students for the time and advancement they have achieved in alternative learning settings. PLA must be in an appropriate field and is approved by the Program director. Students interested in PLA may register for a non-credit Portfolio Development workshop offered by the Office of Continuing Education.

Curriculum. The liberal studies program offers students the opportunity to design a course of study reflecting specific interest in a particular area of concentration. Students may take graduate courses as part of an individualized course of study, designed by the students themselves in consultation with a faculty committee, and suited to their own interests and professional needs. In some area of concentration, students should be prepared to meet basic foreign language requirements where appropriate.

Students may choose graduate course offered by the following departments:

- Africana Studies
- Anthropology
- Art
- Biological Sciences
- Chemistry
- Computer Science
- English
- Early Childhood and Childhood Education
- Earth, Environmental, and Geospatial Sciences
- Health Sciences
- History
- Languages and Literatures
- Latin American and Latino Studies

- Mathematics
- Middle and High School Education
- Music, Multimedia, Theatre and Dance
- Philosophy
- Physics and Astronomy
- Political Science
- Sociology

Advisement. Upon admission, each student is assigned a faculty adviser with special knowledge of the student's anticipated area of concentration. In consultation with his or her faculty adviser, a student develops a coherent course of study that must provide a balanced, interdisciplinary selection of courses in the spirit of the Liberal Studies Program. When a student is ready to choose a particular area of special research interest, he or she is assigned to an appropriate adviser with a particular interest in or special knowledge of the subject in question. Students who lack sufficient prerequisites for the particular area of study in which they choose to concentrate (e.g., the foreign languages required for focused historical or geopolitical study) are advised to add appropriate undergraduate courses to their graduate course-load.

Time Limit. Degree candidates must complete all requirements for the degree within a period of five years following matriculation.

4. Rationale:

The only change to the program description relates to the list of departments offering graduate-level courses. Psychology has been omitted because, although they list some graduate-level courses in the Graduate Bulletin, these are no longer offered. Africana Studies, Philosophy and Sociology have been added because they have created 700-level topics courses that are designed to run concurrently with selected upper-level undergraduate courses (AAS 750, PHI 755, and SOC 751, respectively). The Departments of Music and of Journalism, Communication and Theatre have been replaced by Music, Multimedia, Theatre and Dance to reflect the new name of one of those departments (Journalism and Media Studies does not offer graduate-level courses). The Department of Latin American, Latino and Puerto Rican Studies has been renamed to Latin American and Latino Studies. Mathematics and Computer Science has been revised to reflect its division into two separate departments. Health Sciences, Early Childhood and Childhood Education, and Middle and High School Education have been added because some (though not all) of their graduate-level courses qualify as Liberal Studies courses. The word "any" has been removed to reflect the fact that many courses do not qualify as Liberal Studies in these three departments and also because all departments include capstone and/or thesis courses for which MALS students are not eligible.

5. Date of Program Approval: September 13, 2019

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Family Nurse Practitioner, MS

Hegis Number: 1203.10

Program Code: 33473

Effective Term: Fall 2020

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

2. **From:**
Family Nurse Practitioner M.S. Program

Effective: ~~Spring 2020~~

Admission Requirements

- Baccalaureate degree in nursing from ~~ACEN or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)~~ accredited nursing program.
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

Degree Requirements (45 credits)

The Curriculum Plan for the ~~45-credit~~ Master of Science degree in *Family Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I		Credits
NUR 720	Concepts and Theories for Advanced Nursing Practice	3
Semester II		
NUR 721	Essentials of Clinical Research	3
NUR 723	Strategies for Advanced Nursing Practice	3
Semester III		
NUR 726	Health Planning and Policy Making: Leadership Issues	3
NUR 766	Advanced Pathophysiology	3
Semester IV		
NUR 767	Advanced Pharmacology	3
	Advanced Health Assessment	3
NUR 773		
Semester V		
		3
NUR 769	Family Developmental Theory	
NUR 774	Advanced Family Nursing Practice I – Using a Nursing Science Framework	6
Semester VI		
NUR 775	Advanced Family Nursing Practice II – Using a Nursing Science Framework	6
Semester VII		
NUR 776	Advanced Family Nursing Practice III – Using a Nursing Science Framework	6
NUR 787	Advanced Professional Seminar	3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with Family Nurse Practitioner Master of Science degree.

3. To: Family Nurse Practitioner M.S. Program

Admission Requirements

- Baccalaureate degree in nursing from an accredited nursing program from the Accreditation Commission for Education in Nursing (ACEN) or the National League for Nursing Commission for Nursing Education Accreditation (CNEA) or the Commission on Collegiate Nursing Education (CCNE – <http://www.ccneaccreditation.org>).
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR 600 with a grade of B (3.0) or better during their first semester.

Degree Requirements (45 - 49 credits)

The Curriculum Plan for the Master of Science degree in *Pediatric Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I		Credits
<u>NUR 600</u>	<u>Biostatistics in Health Care (not required if it or equivalent completed prior to matriculation)</u>	<u>4</u>
NUR 720	Concepts and Theories for Advanced Nursing Practice	3
Semester II		

NUR 721	Essentials of Clinical Research	3
NUR 723	Strategies for Advanced Nursing Practice	3

Semester III

NUR 726	Health Planning and Policy Making: Leadership Issues	3
NUR 766	Advanced Pathophysiology	3

Semester IV

NUR 767	Advanced Pharmacology	3
NUR 773	Advanced Health Assessment	3

Semester V

NUR 769	Family Developmental Theory	3
NUR 774	Advanced Family Nursing Practice I – Using a Nursing Science Framework	6

Semester VI

NUR 775	Advanced Family Nursing Practice II – Using a Nursing Science Framework	6
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Semester VII

NUR 776	Advanced Family Nursing Practice III – Using a Nursing Science Framework	6
NUR 787	Advanced Professional Seminar	3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Family Nurse Practitioner to graduate with Family Nurse Practitioner Master of Science degree.

4. Rationale:

This change gives students who meet all the admissions requirements, except completion of a graduate biostatistics course, the option to complete that course during their first semester. In addition, the National League for Nursing Commission for Nursing Education Accreditation (CNEA) is one of the accrediting bodies for schools of

nursing and is being added to ensure that all agencies for baccalaureate nursing programs are represented in the admission requirements. Lastly, acronyms have been spelled out to ensure clarity.

5. **Date of departmental approval:** May 6, 2019

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

Name of Program and Degree Award: Pediatric Nurse Practitioner, MS

Hegis Number: 1203.10

Program Code: 19752

Effective Term: Fall 2020

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

2. **From:**
Pediatric Nurse Practitioner M.S. Program

~~Effective: Spring 2020~~

Admission Requirements

- ~~Baccalaureate degree in nursing from ACEN or Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) accredited nursing program.~~
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation.

Degree Requirements (45 credits)

The Curriculum Plan for the ~~45-credit~~ Master of Science degree in *Pediatric Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I		Credits
NUR 720	Concepts and Theories for Advanced Nursing Practice	3
Semester II		
NUR 721	Essentials of Clinical Research	3
NUR 723	Strategies for Advanced Nursing Practice	3
Semester III		
NUR 726	Health Planning and Policy Making: Leadership Issues	3
NUR 766	Advanced Pathophysiology	3
Semester IV		
NUR 767	Advanced Pharmacology	3
NUR 773	Advanced Health Assessment	3
Semester V		
NUR 769	Family Developmental Theory	3
NUR 770	Advanced Practice I	6
Semester VI		
NUR 771	Advanced Nursing Practice II	6
Semester VII		
NUR 772	Advanced Nursing Practice III	6

NUR 787

Advanced Professional Seminar

3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Pediatric Nurse Practitioner to graduate with a Pediatric Nurse Practitioner Master of Science degree.

3. To: Pediatric Nurse Practitioner M.S. Program

Admission Requirements

- Baccalaureate degree in nursing from an accredited nursing program from the Accreditation Commission for Education in Nursing (ACEN) or the National League for Nursing Commission for Nursing Education Accreditation (CNEA) or the Commission on Collegiate Nursing Education (CCNE-<http://www.ccneaccreditation.org>).
- Demonstrate the ability to successfully pursue graduate study, that is, have attained a minimum undergraduate grade average of B in Nursing and also a minimum grade average of B in the undergraduate record as a whole.
- An unencumbered nursing license as a registered professional nurse and currently registered in New York State.
- At least one year working experience as a Registered Nurse.
- Names and addresses of two persons who can attest to the applicant's scholastic and/or professional performance. *(it is preferred that one reference must be from a former instructor or academic adviser and the second from a recent employer or supervisor.)*
- Interview with a member of the graduate curriculum committee.
- Submission of scores on the Graduate Record Examination (GRE) General Test.
- Submission of a one-page essay outlining career goals, intellectual and academic interests, and accomplishments related to the Master of Science degree in Nursing.
- All students must complete a graduate level statistics course and earn a grade of B (3.0) or better prior to matriculation or complete NUR 600 with a grade of B (3.0) or better during their first semester.

Degree Requirements (45 - 49 credits)

The Curriculum Plan for the Master of Science degree in *Pediatric Nurse Practitioner* allows students to complete the program in 3-5 years.

Semester I		Credits
<u>NUR 600</u>	<u>Biostatistics in Health Care (not required if it or equivalent completed prior to matriculation)</u>	<u>4</u>
NUR 720	Concepts and Theories for Advanced Nursing Practice	3

Semester II

NUR 721	Essentials of Clinical Research	3
NUR 723	Strategies for Advanced Nursing Practice	3

Semester III

NUR 726	Health Planning and Policy Making: Leadership Issues	3
NUR 766	Advanced Pathophysiology	3

Semester IV

NUR 767	Advanced Pharmacology	3
NUR 773	Advanced Health Assessment	3

Semester V

NUR 769	Family Developmental Theory	3
NUR 770	Advanced Practice I	6

Semester VI

NUR 771	Advanced Nursing Practice II	6
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Semester VII

NUR 772	Advanced Nursing Practice III	6
NUR 787	Advanced Professional Seminar	3

Students must achieve a 3.0 GPA and submit proof of completing the American Nurses Credentialing Center (ANCC) certification exam in Pediatric Nurse Practitioner to graduate with a Pediatric Nurse Practitioner Master of Science degree.

4. Rationale:

This change gives students who meet all the admissions requirements, except completion of a graduate biostatistics course, the option to complete that course during their first semester. In addition, the National League for Nursing Commission for Nursing Education Accreditation (CNEA) is one of the accrediting bodies for schools of

nursing and is being added to ensure that all agencies for baccalaureate nursing programs are represented in the admission requirements. Lastly, acronyms have been spelled out to ensure clarity.

5. **Date of departmental approval:** May 6, 2019

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

DEPARTMENT OF NURSING

CURRICULUM CHANGE

1. **Type of Change:** Change in pre or corequisite

2. **From:**

Department(s)	Nursing
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	Nursing
Course Prefix & Number	NUR 770
Course Title	Advanced Practice I
Description	This clinical course focuses on health assessment of infants, children, and adolescents. Clinical laboratory emphasizes primary health care maintenance and assessment skills for advanced practice nursing.
Pre/ Co Requisites	PRE- and COREQ: NUR 766 and NUR 767.
Credits	6
Hours	6
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)	Nursing
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	Nursing
Course Prefix & Number	NUR 770
Course Title	Advanced Practice I
Description	This clinical course focuses on health assessment of infants, children, and adolescents. Clinical laboratory emphasizes primary health care maintenance and assessment skills for advanced practice nursing.
Pre/ Co Requisites	<u>PREREQS: NUR 766, NUR 767, NUR 773</u> <u>PREREQ/COREQ: NUR 769</u>
Credits	6
Hours	6
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:

Advanced Pathophysiology (NUR 766), Advanced Pharmacology (NUR 767) and Advanced Health Assessment courses (NUR 773) are needed in advance of clinical nursing courses in this program PNP, Advanced Certificate in PNP. The knowledge and skills acquired from these three courses is applied in the clinical nursing course NUR 770 and subsequent clinical courses in the program. Also, knowledge of the role of families in the health and well-being of individuals (NUR 769) is an important aspect of the clinical nursing courses that students take in the advanced practice nursing programs.

5. Date of departmental approval: October 1, 2018

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

DEPARTMENT OF POLITICAL SCIENCE

CURRICULUM CHANGE

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

2.

Department(s)	Political Science
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	Political Science
Course Prefix & Number	POL 750
Course Title	Topics in Political Science
Description	Study of various topics in Political Science. (For specific topics and sections each semester, consult the Department.) (May be repeated for a maximum of six credits.)
Pre/ Co Requisites	Instructor and Departmental/Chair Approval is required.
Credits	3 (maximum 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	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 can be used by students in the MA program in Liberal Studies (MALS) as an equivalent to graduate-level courses in Political Science taken by epermit at other CUNY campuses. The Political Science Department also anticipates opening small sections of this course (as well as existing 500- and 600-level courses) to meet with some 300-level or 400-level courses, which will enable MALS students to learn from the Lehman instructor in the course and perform additional work in order to meet the standards of a 700-level course.

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

- Summarize and evaluate scholarly arguments and media opinions in papers on political science
- Collect, process, and analyze quantitative and qualitative data about the specific subject matter of research
- Understand the significance of politics in their life
- Formulate a research question in light of political science scholarship and design a research paper that addresses this question

5. Date of Departmental Approval: September 17, 2019

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

2. **To:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 673
Course Title	Extended Fieldwork and Seminar I
Description	Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	COREQ: SWK 611: Generalist Social Work Practice I
Credits	4
Hours	4
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. **Rationale:**

Track D was recently approved by New York State on August 22, 2019, to replace our current Track B Program. Track D allows students to spread their 600 hours of internship each year over three semesters as opposed to two: fall, spring, and summer. This will make the MSW Program more accessible to students who need to maintain employment while attending school by freeing up one additional weekday.

This new track will require 6 new courses corresponding to the required internship: Fieldwork and Seminar I, II, III, IV, V, and VI. For Track D students, SWK 673 is the first of these fieldwork and seminar courses in the sequence. Students must complete 15 hours of fieldwork per week under Track D (as compared to 21 hours in our other tracks) for a total of 225 hours in the fall semester under SWK 673.

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

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

5. Date of departmental approval: 9/18/19

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

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

2. **To:**

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 674
Course Title	Extended Fieldwork and Seminar II
Description	Supervised internship of 315 hours, in the same social service agency as in SWK 673, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	PREREQ: SWK 673: Extended Fieldwork and Seminar I and SWK 611: Generalist Social Work Practice I COREQ: SWK 612: Generalist Social Work Practice II
Credits	5
Hours	5
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	N/A
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Track D was recently approved by New York State on August 22, 2019, to replace our current Track B Program. Track D allows students to spread their 600 hours of internship each year over three semesters as opposed to two: fall, spring, and summer. This will make the MSW Program more accessible to students who need to maintain employment while attending school by freeing up one additional weekday.

This new track will require 6 new courses corresponding to the required internship: Fieldwork and Seminar I, II, III, IV, V, and VI. For Track D students, SWK 674 is the second of these fieldwork and seminar courses in the sequence. Students must complete 15 hours of fieldwork per week under Track D (as compared to 21 hours in our other tracks) for a total of 315 hours in the spring semester under SWK 674.

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

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

5. Date of departmental approval: 9/18/19

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. Type of Change: New course

2. To:

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 675
Course Title	Extended Fieldwork and Seminar III
Description	Supervised internship of 60 hours, in the same social service agency as in SWK 674, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	PREREQ: SWK 674: Extended Fieldwork and Seminar II and SWK 612: Generalist Social Work Practice II
Credits	1
Hours	1
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. Rationale:

Track D was recently approved by New York State on August 22, 2019, to replace our current Track B Program. Track D allows students to spread their 600 hours of internship each year over three semesters as opposed to two: fall, spring, and summer. This will make the MSW Program more accessible to students who need to maintain employment while attending school by freeing up one additional weekday.

This new track will require 6 new courses corresponding to the required internship: Fieldwork and Seminar I, II, III, IV, V, and VI. For Track D students, SWK 675 is the third of these fieldwork and seminar courses in the sequence. Students must complete 15 hours of fieldwork per week under Track D (as compared to 21 hours in our other tracks) for a total of 60 hours in the summer semester under SWK 675.

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

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities

5. Date of departmental approval: 9/18/19

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. Type of Change: New course

2. To:

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 775
Course Title	Extended Fieldwork and Seminar IV
Description	Supervised internship of 225 hours in a social service agency arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	PREREQ: SWK 612: Generalist Social Work Practice II and SWK 675: Extended Fieldwork and Seminar III COREQ: SWK 713: Advanced Social Work Practice in the Urban Environment I and SWK 727: Supervision in Agency-Based Practice PREREQ or COREQ: SWK 707: Understanding Clinical Assessment and Diagnosis
Credits	4
Hours	4
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. Rationale:

Track D was recently approved by New York State on August 22, 2019, to replace our current Track B Program. Track D allows students to spread their 600 hours of internship each year over three semesters as opposed to two: fall, spring, and summer. This will make the MSW Program more accessible to students who need to maintain employment while attending school by freeing up one additional weekday.

This new track will require 6 new courses corresponding to the required internship: Fieldwork and Seminar I, II, III, IV, V, and VI. For Track D students, SWK 775 is the fourth course of the fieldwork and seminar courses in the sequence. Students must complete 15 hours of fieldwork per week under Track D (as compared to 21 hours in our other tracks) for a total of 225 hours in the fall semester under SWK 775.

4. Learning Outcomes:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.

5. Date of departmental approval: 9/18/19

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. Type of Change: New course

2. To:

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 776
Course Title	Extended Fieldwork and Seminar V
Description	Supervised internship of 315 hours, in the same social service agency as in SWK 775, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	PREREQ: SWK 775: Extended Fieldwork and Seminar IV and SWK 713: Advanced Social Work Practice in the Urban Environment I COREQ: SWK 745: Social Welfare Policy Practice and SWK 729 Administration in Urban Agencies and SWK 714: Advanced Social Work Practice in the Urban Environment II
Credits	5
Hours	5
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. Rationale:

Track D was recently approved by New York State on August 22, 2019, to replace our current Track B Program. Track D allows students to spread their 600 hours of internship each year over three semesters as opposed to two: fall, spring, and summer. This will make the MSW Program more accessible to students who need to maintain employment while attending school by freeing up one additional weekday.

This new track will require 6 new courses corresponding to the required internship: Fieldwork and Seminar I, II, III, IV, V, and VI. For Track D students, SWK 776 is the fifth course of the fieldwork and seminar courses in the sequence. Students must complete 15 hours of fieldwork per week under Track D (as compared to 21 hours in our other tracks) for a total of 315 hours in the fall semester under SWK 776.

4. Learning Outcomes:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.

5. Date of departmental approval: 9/18/19

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

DEPARTMENT OF SOCIAL WORK

CURRICULUM CHANGE

1. Type of Change: New course

2. To:

Department(s)	Social Work
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	Social Work MSW Program
Course Prefix & Number	SWK 777
Course Title	Extended Fieldwork and Seminar VI
Description	Supervised internship of 60 hours, in the same social service agency as in SWK 776, and arranged by the Program. Students integrate social work knowledge, values, and skills as they provide culturally-sensitive services to diverse urban populations, and particularly to populations-at-risk. Integration of classroom content with agency practice.
Pre/ Co Requisites	PREREQ: SWK 776: Extended Fieldwork and Seminar V and SWK 714: Advanced Social Work Practice in the Urban Environment II
Credits	1
Hours	1
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. Rationale:

Track D was recently approved by New York State on August 22, 2019, to replace our current Track B Program. Track D allows students to spread their 600 hours of internship each year over three semesters as opposed to two: fall, spring, and summer. This will make the MSW Program more accessible to students who need to maintain employment while attending school by freeing up one additional weekday.

This new track will require 6 new courses corresponding to the required internship: Fieldwork and Seminar I, II, III, IV, V, and VI. For Track D students, SWK 777 is the sixth course of the fieldwork and seminar courses in the sequence. Students must complete 15 hours of fieldwork per week under Track D (as compared to 21 hours in our other tracks) for a total of 60 hours in the summer semester under SWK 777.

4. Learning Outcomes:

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic, and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Demonstrate the ability to provide direct services to diverse client systems within complex urban environments.
11. Demonstrate the ability to provide agency-based supervision and assume the role of an agency administrator in diverse urban settings.
12. Assume leadership roles as an Advanced Generalist social work practitioner within the context of diverse urban environments.

5. Date of departmental approval: 9/18/19

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Bilingual Extension in Speech-Language Pathology, Advanced Certificate

Hegis Number: 1220.00

Program Code: 40429

Effective Term: Fall 2020

1. **Type of Change:** Change in program title, description, admission requirements, course credits

2. **From:**

~~Bilingual Extension in Speech-Language Pathology, Advanced Certificate~~

Description:

~~Bilingual Extension in Speech-Language Pathology (12 credits)~~

~~This advanced certificate program will be offered to students who already possess a master's degree and a New York State (NYS) initial or professional certification in speech-language pathology. The Advanced Certificate Program enables them to become certified to provide speech and language therapy to bilingual students. This program requires 12 credits, 6 in education and 6 in speech-language pathology. In addition, students will be required to accrue 50 hours of experience working with bilingual clients supervised by a bilingual speech-language pathologist. Prior to receipt of the certificate, students must show evidence of passage of the BEA exam in the language of certification.~~

Admission Requirements:

- ~~• Possess a master's degree in Speech-Language Pathology or its equivalent.~~
- ~~• Demonstrate the ability to successfully pursue graduate study by having a grade point average in their master's degree of 3.0 or better.~~
- ~~• Submit two letters of recommendation and a 200-word essay on career goals.~~
- ~~• Meet additional Departmental, divisional, and New York State requirements, if any.~~

Program of Study:

Content Courses (Total of 12 credits):

<u>Course</u>	<u>Credits</u>
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ESC 759 Foundations of Bilingual/Bicultural Education	3
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~~SPE 530 Organization of the Speech and Hearing Program in Elementary and Secondary Schools~~ 3

~~SPE 703 Theory and Application of Bilingualism to Speech Language Pathology~~ 3

~~And one of the following courses:~~ 3

~~EDE 727 Teaching English as a Second Language (Pre-K to Grade 6)~~

~~ESC 727 Teaching English as a Second Language (Pre-K to Grade 6)~~

~~ESC 761 Teaching English as a Second Language to Adolescents and Adults~~

~~Supervised field experience of at least 50 clock hours with bilingual children~~

TOTAL CREDITS FOR CERTIFICATE: 42

**3. To:
Bilingual Speech-Language Pathology, Advanced Certificate**

Description:

Bilingual Speech-Language Pathology (15 credits)

This advanced certificate program is designed for candidates who already possess a master’s degree and a New York State (NYS) initial or professional certification in Teacher of Students with Speech and Language Disabilities (TSSLD) and seek a Bilingual Extension to provide speech and language therapy to bilingual students. This program requires 15 credits, 6 in education and 9 in speech-language pathology. In addition, students will be required to accrue 50 hours of experience working with bilingual clients supervised by a bilingual speech-language pathologist.

Admission Requirements:

- Master’s degree in Speech-Language Pathology (or equivalent)
- Grade point average of 3.0 or better in the master’s degree
- One letter of recommendation and a 200-word essay on career goals
- Certification as a Teacher of Students with Speech and Language Disabilities (TSSLD)
- Documentation that the applicant received a TSSLD through a New York State approved program or completed the core liberal arts and science courses for the TSSLD (verified through undergraduate and graduate transcripts).
- Passing score on the Bilingual Education Assessment in their preferred language
- Meet additional requirements by New York State and Lehman College, if any

Program of Study:

Content Courses (Total of 15 credits):

Speech-Language Pathology Courses: 9 credits

<u>SPE 530</u>	<u>Organization of the Speech and Hearing Program in Elementary and Secondary Schools</u>	<u>3</u>
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<u>SPE 703</u>	<u>Theory and Application of Bilingualism to Speech Language Pathology</u>	<u>3</u>
<u>SPE 730</u>	<u>Clinical and Classroom Practicum in Speech-Language Pathology</u>	<u>3</u>

Education Courses: 6 credits**Either:**

<u>ESC 759</u>	<u>Foundation of Bilingual/Bicultural Education</u>	<u>3</u>
<u>ESC 761</u>	<u>Teaching English as a Second Language to Adolescents and Adults</u>	<u>3</u>

Or:

<u>EDC/EDE 709</u>	<u>Multilingualism in the Classroom, B-6</u>	<u>3</u>
<u>EDC/EDE 727</u>	<u>Teaching English as a Second Language (Pre-K to Grade 6)</u>	<u>3</u>

TOTAL CREDITS FOR CERTIFICATE: 15**4. Rationale:**

Following approval in the December 2018 Senate meeting for this new advanced certificate we were asked by New York State to make revisions to the program title, credit load, admission requirements, and description. The changes included shortening the title, adding admission criteria to verify requisite coursework, ensuring language proficiency in the language of the extension, as well as the addition of three credits of clinical work. Two options for completion of the education courses are presented with a focus either on elementary or on secondary level students.

5. Date of departmental approval: October 4, 2018

Senate Meeting – November 6, 2019**Undergraduate Curriculum Committee (UCC) Report**

The following proposals were approved unanimously by the UCC, with a quorum present on October 2, 2019 (8 of 10 members in attendance):

1. Chemistry
 - Change pre-req CHE 114
 - Change pre-req CHE 166
 - Change pre-req CHE 168
 - Change pre-req CHE 447
 - Change pre-req CHE 450
 - Change note CHE 232
2. Economics & Business
 - Change title, desc BBA 329
3. English
 - Change minor professional communications
4. Languages & Literatures
 - Change pre-req LNG 321
 - Change pre-req LNG 323
 - Change pre-req LNG 324
 - Change pre-req LNG 334
 - Change pre-req LNG 335
 - Change pre-req LNG 444
 - Change title, number FRE 3190
5. Lehman Scholars Program
 - Change program req
6. Sociology
 - Pathways SOC 166
7. Speech, Language, & Hearing Sciences
 - Change pre-req SPV 326
 - Change pre-req SPV 327
8. UCC
 - Change policy on minors
9. Women's Studies Program
 - Change name minor and option

Informational Items:

1. Economics & Business
 - Experimental course BBA 120
 - Experimental course BBA 231
2. Health Sciences
 - Experimental course HPI 101
3. Languages & Literatures
 - Experimental course FRE 333
4. Mathematics

Senate Meeting of November 6, 2019

Undergraduate Curriculum Committee

- Experimental MAT 364
- Experimental MAT 430
- Experimental MAT 464

Next meeting: November 13, 2019, 1 pm, Science 1405A

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in the *pre or corequisites*

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 114
Course Title	Essentials of General Chemistry - Lecture
Description	Essentials of chemistry and their applications to inorganic chemistry.
Pre/ Co Requisites	PRE or COREQ: MAT 104 or satisfaction of requirements for placement into precalculus (MAT 172).
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Chemistry
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 114
Course Title	Essentials of General Chemistry - Lecture
Description	Essentials of chemistry and their applications to inorganic chemistry.
Pre/ Co Requisites	PRE or COREQ: MAT 104 or MAT 132 or MAT 105 or MAT 171 or MAT-172 or satisfaction of requirements for placement into precalculus (MAT 172).
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department would like to update the math pre-co requisites for this course to include MAT 132, MAT 105, MAT 171 and MAT 172.

5. **Date of departmental approval:** May 28, 2019

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in the *pre or corequisites*.

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 166
Course Title	General Chemistry I
Description	Fundamental laws and theories of chemistry
Pre/ Co Requisites	PRE or COREQ: MAT 172 or satisfaction of requirements for placement into calculus I (MAT 175).
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Chemistry
---------------	-----------

Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 166
Course Title	General Chemistry I
Description	Fundamental laws and theories of chemistry
Pre/ Co Requisites	PRE or COREQ: <u>MAT 171</u> or MAT 172 or satisfaction of requirements for placement into calculus I (MAT 175).
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Pre /Co Requisite change:

In light of the new course being offered by the Mathematics department, the Chemistry Department would like to include MAT 171 as an allowed pre or corequisite course to CHE 166. MAT 171 includes all the relevant pre-calculus material required for completion of the CHE 166 course content.

5. **Date of departmental approval:** December 18, 2018

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change in the pre or corequisites.

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 168
Course Title	General Chemistry 2
Description	In-depth introduction to thermodynamics, redox reactions, electrochemistry and chemical equilibrium.
Pre/ Co Requisites	PREREQ: CHE 166.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 168
Course Title	General Chemistry 2
Description	In-depth introduction to thermodynamics, redox reactions, electrochemistry and chemical equilibrium.
Pre/ Co Requisites	<u>PREREQ: CHE 166 and MAT 171 or MAT 172 or satisfaction of requirements for placement into calculus I (MAT 175).</u>
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

Pre /Co Requisite change:

In addition to the current CHE 166 prerequisite, the department would like to include MAT 171 or MAT 172 as a required pre-requisite for CHE 168. This math requirement is the current co- or pre-requisite for CHE 166 (which is the required CHE pre-requisite course for CHE 168). We are finding that a number of transfer students are entering the college with CHE 166, but without the required calculus math courses. Requiring only CHE 166 as the prerequisite leaves these students without the necessary math skills for CHE 168. The inclusion of the MAT 171 or MAT 172 pre-requisite requirement for CHE 168 will ensure that transfer students have the required math skills before they register for CHE 168.

5. **Date of departmental approval:** March 27 2019

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** Change note

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

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 232
Course Title	Organic Chemistry Lecture I
Description	Study of the structure and properties of the fundamental classes of organic compounds, with emphasis on reactivity, reaction mechanisms, synthesis, and stereochemistry. Note: No student may receive credit for both CHE 232 and CHE 120.
Pre/ Co Requisites	Pre-requisite: CHE 168 and CHE 169; Co-requisite: CHE 233.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 232
Course Title	Organic Chemistry Lecture I
Description	Study of the structure and properties of the fundamental classes of organic compounds, with emphasis on reactivity, reaction mechanisms, synthesis, and stereochemistry.
Pre/ Co Requisites	Pre-requisite: CHE 168 and CHE 169; Co-requisite: CHE 233.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

CHE 120 and CHE 232 are similar courses, but different majors require either CHE 120 or CHE 232. In the instances where a student changes major and therefore completes both courses, the student should keep the credits earned in each course.

5. **Date of departmental approval:** September 4, 2019

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 447
Course Title	Biochemistry Laboratory
Description	Spring term only. Techniques for the study of large molecules of biological importance; physical and chemical methods of isolation, characterization, structure determination, sequence, and biosynthesis of macromolecules; and kinetics and mechanism of enzyme-catalyzed reactions. Laboratory work will include the application of the following methods to the study of biological molecules: spectrophotometry, chromatography (thin layer, ion exchange, and column), gradient centrifugation, electrophoresis, and radiochemical assays.
Pre/ Co Requisites	PREREQ: CHE 335 and 446.
Credits	3
Hours	6
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures

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

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 447
Course Title	Biochemistry Laboratory
Description	Spring term only. Techniques for the study of large molecules of biological importance; physical and chemical methods of isolation, characterization, structure determination, sequence, and biosynthesis of macromolecules; and kinetics and mechanism of enzyme-catalyzed reactions. Laboratory work will include the application of the following methods to the study of biological molecules: spectrophotometry, chromatography (thin layer, ion exchange, and column), gradient centrifugation, electrophoresis, and radiochemical assays.
Pre/ Co Requisites	<u>PRE or COREQ: CHE 446.</u>
Credits	3
Hours	6
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 447 to take CHE 446 (Biochemistry II) or 335 (Introductory Physical Chemistry of Biosystems Laboratory) as prerequisite courses. Based on the required course content, the only prior knowledge required to be successful in CHE 447 is learned in CHE 446 (Biochemistry II). CHE446 however, should be taken as a corequisite course.

5. **Date of departmental approval:** December 18, 2018

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

DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 450
Course Title	Chemistry Seminar
Description	Topics of interest in chemistry and biochemistry are presented by members of the scientific community.
Pre/ Co Requisites	PREREQ: CHE 168 or CHE 232.
Credits	1 May be repeated for a total of 4 credits.
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:**

Department(s)	Chemistry
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 450
Course Title	Chemistry Seminar
Description	Topics of interest in chemistry and biochemistry are presented by members of the scientific community.
Pre/ Co Requisites	PREREQ: <u>CHE 166.</u>
Credits	1 May be repeated for a total of 4 credits.
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The Chemistry Department no longer requires students who take CHE 450 to take CHE 168 or CHE 232 as prerequisite courses. Instead the department has determined that the prerequisite knowledge for the departmental seminar (CHE 450) is all obtained in CHE 166.

5. **Date of departmental approval:** December 18, 2018

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 120
Course Title	Business Presentation
Description	Theory and practices for effective business presentations and pitches.
Pre/ Co Requisites	NA
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

Presentation and communication is an integral part of business presentations and pitches. This course focuses on equipping students with the knowledge, skills and tools necessary for effective pitches and presentations.

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

By the end of this course, students will be able to:

- create and deliver effective presentations and business pitches;
- demonstrate understanding of the use of body language and communication styles in establishing effective first impressions;
- demonstrate active listening skills;
- work in teams effectively.

5. **Date of Departmental Approval:** August 29, 2019

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2.

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business
Course Prefix & Number	BBA 231
Course Title	Real Estate Investment and Management
Description	Real estate acquisition, development and management, as well as budgeting and financing of a real estate property. NOTE: Includes project-based, experiential, and off-campus activities.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

This experiential learning course is offered in partnership with Project Destined, a non-profit organization which administers a real estate-based education program focused on empowering underserved communities. While they are undertaking in-class learning on real estate management and financing, students will also receive applied learning through project work that is based on the work of Project Destined.

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

Upon completion of this course, students will be able to:

- (1) Use “Strategic Storytelling,” a business communication tool used in business and deal making;
- (2) Explain different types of real estate and key players in the real estate market who are critical to the success of property development;
- (3) Discuss the various types of acquisitions (core, value add and opportunistic), the process and key players involved in acquisition of a property;
- (4) Use analytical tools to perform the valuation of an asset and perform an analysis of a profit and loss statement;
- (5) Review the property design process and apply criteria for selecting an architecture partner;
- (6) Explain the role of the general contractor and construction budgeting process, and identify key criteria used in selecting a general contractor;
- (7) Identify financial instruments and their appropriateness in financing real estate projects;
- (8) Explain the fundamentals of operations and property management, list and apply key metrics and tools to measure annual and long-term asset performance;
- (9) Use communication and presentation tools for effective business presentations

5. Date of Departmental Approval: August 29, 2019

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

DEPARTMENT OF ECONOMICS AND BUSINESS

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business Administration
Course Prefix & Number	BBA 329
Course Title	Union-Employer Relations
Description	Legal requirements for employers and labor organizations; negotiation and implementation of collective bargaining agreements; relationship between labor law and practice.
Pre/ Co Requisites	BBA 204.
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)	Economics and Business
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Business Administration
Course Prefix & Number	BBA 329
Course Title	<u>Labor Relations</u>
Description	<u>An overview of current labor laws and policies; the legal requirements for employers and labor organizations; and negotiation and implementation of employment agreements, including collective bargaining.</u>
Pre/ Co Requisites	BBA 204.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

The current course name and description focuses narrowly on a unionized workplace and does not reflect the scope of the course, which also addresses the “relationship between labor law and practice” in both a unionized and non-unionized setting.

5. Date of departmental approval: September 6, 2018.

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

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

Name of Program and Degree Award: Professional Communications, Minor
Effective Term: Spring 2020

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

2. **From:**
Professional Communications Minor (13-Credit)

The Interdisciplinary Minor in Professional Communications provides students with the opportunity to develop high-level skills in multimedia communications. These professional communications skills are increasingly and urgently required by businesses, public sector and non-governmental organizations, and in the fields of healthcare and science. A range of relevant courses enables students to hone their skills in professional writing, using both traditional formats and new media platforms, and to prepare and deliver in-person and Web-based presentations. The 13-credit Minor is designed for students majoring in various departments within the Schools of Arts and Humanities, Social and Natural Sciences, and Nursing and Health Sciences. These majors include but are not limited to English, Multimedia Journalism, Computer Graphics and Imaging, Business Administration, Health Services Education and Promotion, Health Services Administration, and Nursing. Students from any department seeking to burnish their professional writing and presentation skills for the twenty-first-century marketplace will find the Minor in Professional Communications an invaluable complement to their chosen major.

Degree Requirements

Undergraduate students may declare the Minor in Professional Communications upon successful completion of ENG 111 and ENG 121. Students satisfy the requirements for the 13-credit Professional Communications Minor by taking four courses, three of which are at the 300-level.

Writing Skills Core (4-credits):

ENW 201	Writing Essentials	3
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Professional Writing Elective (3 credits):

ENW 300	Business Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 3070	Health and Science Writing	3
ENW 333	Marketing and PR Writing	3

ENW 335	Technical Writing	3
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Multimedia Communication Courses (6 credits):

ENW 3100	Writing for New Media	3
ENW 3200	Professional Communications and Presentations Seminar	3

3. To:**Professional Communications Minor (12-Credit)**

The Interdisciplinary Minor in Professional Communications provides students with the opportunity to develop high-level skills in multimedia communications. These professional communications skills are increasingly and urgently required by businesses, public sector and non-governmental organizations, and in the fields of healthcare and science. A range of relevant courses enables students to hone their skills in professional writing, using both traditional formats and new media platforms, and to prepare and deliver in-person and Web-based presentations. The 12-credit Minor is designed for students majoring in various departments within the Schools of Arts and Humanities, Social and Natural Sciences, and Nursing and Health Sciences. These majors include but are not limited to English, Multimedia Journalism, Computer Graphics and Imaging, Business Administration, Health Services Education and Promotion, Health Services Administration, and Nursing. Students from any department seeking to burnish their professional writing and presentation skills for the twenty-first-century marketplace will find the Minor in Professional Communications an invaluable complement to their chosen major.

Degree Requirements

Undergraduate students may declare the Minor in Professional Communications upon successful completion of ENG 111 and ENG 121 (or ENG 113 and ENG 123). Students satisfy the requirements for the 12-credit Professional Communications Minor by taking four courses, three of which are at the 300-level.

Writing Skills Core (3 credits):

ENW 201	Writing Essentials	3
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Professional Writing Elective (3 credits):

ENW 300	Business Writing	3
ENW 304	Nonprofit Grant Writing	3
ENW 3070	Health and Science Writing	3
ENW 333	Marketing and PR Writing	3
ENW 334	Grant and Proposal Writing	3
ENW 335	Technical Writing	3
ENW 345	Writing and Social Issues	3
ENW 365	Special Topics in Professional Writing	3

Multimedia Communication Courses (6 credits):

ENW 3100	Writing for New Media	3
ENW 3200	Professional Communications and Presentations Seminar	3

4. Rationale:

The proposed changes do three things.

First, they adjust the Professional Communications Minor to reflect the Spring 2019 change of ENW 201 from the 4-credit “Advanced Expository Writing” to the 3-credit “Writing Essentials.” The reduction from 4 to 3 credits makes ENW 201 potentially eligible as a General Education / Pathways course (application currently under review), which would open the now 12-credit Professional Communications Minor to students in all majors.

Second, the Department has adjusted the Composition I and II requirements to reflect the Spring 2019 addition of honors (MHC/LSP) sections of those courses: in addition to ENG 111 and 121, we now have (for honors students) ENG 113 and 123.

Third, we’ve added several current Professional Writing courses to the “Professional Writing Elective” bucket to meet student demand.

5. Date of departmental approval: September 18, 2019

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

SCHOOL OF HEALTH SCIENCES, HUMAN SERVICES AND NURSING

CURRICULUM CHANGE

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

2.

Department(s)	Health Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Health Sciences
Course Prefix & Number	HPI 101
Course Title	US Healthcare: Careers in a Unique System
Description	Study of practice and interprofessional relationships of various healthcare professions, such as clinical (MD, DO, PA, TR, PharmD), nursing (LPN, RN, BSN, NP), rehabilitation (PT, OT, Speech), other (lab tech, social work) non-clinical (public health, health administration, health education) and Vet/tech. Impact of historical and current trends such as health care reform and reimbursements on the various healthcare professions.
Pre/ Co Requisites	NA
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity

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

Students need to understand the history and interplay of various healthcare fields to understand employment options and plan their academic path for careers post-graduation. The class is being piloted to address the needs of health science students who transfer into Lehman with pre-med-like prerequisites but maybe not the grades or finances for medical school; this class will help them find alternative educational paths that will fulfill their healthcare career goals. The students will analyze and explain the evolution of their chosen career path and the influences of unions, lobbying groups (i.e., the AMA for MDs and DOs), and credentialing agencies and how their career has evolved. Students will analyze and discuss forms of social differentiation by researching trends in employment and whether over time, their selected field (i.e., vet, pharmD, public health) would be considered protected places of employment or individuals were shut out of school or the profession based on their race, ethnicity, etc.

All students will learn about health insurance, reimbursement trends, job readiness skills, and interprofessional education to learn how health care professionals work together to improve patient-centered care and safety.

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

STUDENT LEARNING OBJECTIVES (SLO):

SLO 1: Classify the essential functions of health care clinicians and non-clinicians.

1A: Contrast the skills, academic foundations, legal responsibilities, practices and technical skills of specified health care professions.

SLO 2: Identify personal aptitudes and core competencies that lead to success as a health professional.

2A: Demonstrate job-related critical thinking, communication, and collaboration skills

2B: Develop an optimal personal health career path.

SLO 3: Explain health care reimbursement and jobs trends and implications for future health care workers in selected career areas.

3A: Describe the role of technology in health care service delivery.

SLO 4: Discuss the structure and organization of various health care settings

4A: Differentiate among health care facilities with respect to demographics, care, types of health services, providers, and finances.

4B: Recognize the integrated roles in the healthcare team listing members of multi-disciplinary teams in the acute, subacute/rehabilitation, outpatient, community and educational settings.

5. **Date of Departmental Approval:** September 18, 2019

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

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

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 321
Course Title	Introduction to Syntax
Description	Government Binding (GB) syntax for the study of linguistics minimalism and post-minimalism; structure of an uncommonly taught language; other syntactic theories.
Pre/ Co Requisites	SPV 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 321
Course Title	Introduction to Syntax
Description	Government Binding (GB) syntax for the study of linguistics minimalism and post-minimalism; structure of an uncommonly taught language; other syntactic theories.
Pre/ Co Requisites	SPV (<u>LNG</u>) 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change does not have an impact on learning outcomes as the change is requested to be in line with the accepted change from LNG 160 to SPV (LNG) 246.

5. **Date of departmental approval:** March 12, 2019

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

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

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 323
Course Title	Introduction to Phonology
Description	The sound system of languages and underlying representation of the sound structure and lexicon. Analysis of data from different languages; investigation of the differences and similarities in the sound systems of different languages. Exploration of language universals.
Pre/ Co Requisites	SPV 245 or LNG 245 and SPV 246 or LNG 160.
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

	____ Scientific World
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3. To: Underline the changes

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 323
Course Title	Introduction to Phonology
Description	The sound system of languages and underlying representation of the sound structure and lexicon. Analysis of data from different languages; investigation of the differences and similarities in the sound systems of different languages. Exploration of language universals.
Pre/ Co Requisites	SPV (LNG) 245, and SPV (LNG) 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change does not have an impact on learning outcomes as the change is requested to be in line with the accepted change from LNG 160 to SPV (LNG) 246.

5. **Date of departmental approval:** March 12, 2019

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

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

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 324
Course Title	Semantics
Description	Linguistic meaning, including word and sentence meaning, reference, and truth; connections among language, thought, and the world; speech act theory and formal semantic theory; metaphor and meaning in practice.
Pre/ Co Requisites	SPV 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 324
Course Title	Semantics
Description	Linguistic meaning, including word and sentence meaning, reference, and truth; connections among language, thought, and the world; speech act theory and formal semantic theory; metaphor and meaning in practice.
Pre/ Co Requisites	SPV (<u>LNG</u>) 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change does not have an impact on learning outcomes as the change is requested to be in line with the accepted change from LNG 160 to SPV (LNG) 246

5. **Date of departmental approval:** March 12, 2019

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

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

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 334
Course Title	Historical Linguistics
Description	Principles of historical linguistics. The nature of language change, types and causes of change, variation and diffusion of changes through populations, differentiation of dialects and languages, determination and classification of historical relationships among languages, the reconstruction of ancestral languages and intermediate changes.
Pre/ Co Requisites	SPV 246 or LNG 160.
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

	_____ Scientific World
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3. To: Underline the changes

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 334
Course Title	Historical Linguistics
Description	Principles of historical linguistics. The nature of language change, types and causes of change, variation and diffusion of changes through populations, differentiation of dialects and languages, determination and classification of historical relationships among languages, the reconstruction of ancestral languages and intermediate changes.
Pre/ Co Requisites	SPV (<u>LNG</u>) 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change does not have an impact on learning outcomes as the change is requested to be in line with the accepted change from LNG 160 to SPV (LNG) 246

5. **Date of departmental approval:** March 12, 2019

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

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

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 335
Course Title	Sociolinguistics: The Sociology of Language
Description	The interaction among language, culture, and society; issues of language diversity; the development of dialects, pidgins, and creoles.
Pre/ Co Requisites	SPV 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 335
Course Title	Sociolinguistics: The Sociology of Language
Description	The interaction among language, culture, and society; issues of language diversity; the development of dialects, pidgins, and creoles.
Pre/ Co Requisites	SPV (<u>LNG</u>) 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change does not have an impact on learning outcomes as the change is requested to be in line with the accepted change from LNG 160 to SPV (LNG) 246

5. **Date of departmental approval:** March 12, 2019

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

INTERDISCIPLINARY LINGUISTICS PROGRAM

CURRICULUM CHANGE

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

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

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 444
Course Title	Readings in Linguistics
Description	Special topics, varying from semester to semester, of particular interest to related disciplines.
Pre/ Co Requisites	SPV 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Linguistics (Languages and Literatures)
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Linguistics
Course Prefix & Number	LNG 444
Course Title	Readings in Linguistics
Description	Special topics, varying from semester to semester, of particular interest to related disciplines.
Pre/ Co Requisites	SPV (<u>LNG</u>) 246 or LNG 160.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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

This change does not have an impact on learning outcomes as the change is requested to be in line with the accepted change from LNG 160 to SPV (LNG) 246

5. **Date of departmental approval:** March 12, 2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** Course title change, number

2. **From:**

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	French
Course Prefix & Number	FRE 3190
Course Title	Francophone Culture
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the Francophone World.
Pre/ Co Requisites	FRE 202.
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)	Languages and Literatures
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Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	French
Course Prefix & Number	FRE <u>319</u>
Course Title	Francophone Cultures <u></u>
Description	The interdisciplinary study of a variety of practices and products (film, popular festivals, literary texts, music, art) of the Francophone World.
Pre/ Co Requisites	FRE 202.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. Rationale:

We are removing the 4th digit "0" from the course number as it is not needed. This is a course title change, from "Francophone Culture" (in the singular) to "Francophone Cultures" (in the plural). Rationale: It is preposterous to present five continents of Francophone cultures and peoples as a singular culture.

5. Date of Departmental Approval: 9/18/2019

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

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

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

2.

Department(s)	Languages and Literatures
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	French
Course Prefix & Number	FRE 333
Course Title	Haiti: Literature and Culture
Description	An overview of Haiti's poets, novelists, short story writers, playwrights, and performance artists. Transmission and interpretations of Vodou traditions, of the Haitian Revolution and other historical events, heroes and everyday Haitians in written and oral forms of literature, including video and music.
Pre/ Co Requisites	FRE 300 or Departmental Permission.
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. Rationale:

Since the 1990s, this course has been taught once every two or three years under "Special Topics in French Literature." Reworking the French course offerings to reflect courses taught within the distinct geographical and cultural zones of the French-speaking 21st century will clarify our course offerings and correctly indicate on student transcripts the content of their courses. Approval for the experimental course will permit advance offering of the expected official course.

Students of Haitian origin often take this class, although the majority of students are of other immigrant backgrounds: West Africans, Dominicans, and world citizens interested in Haiti, its rich history (not limited to its Revolution), unique place on the world stage and in its creative talents in painting, music and literature. Officially bilingual (Creole and French), Haiti has an exceptionally rich literary patrimony in French: over two centuries of world-famous poets, formal and informal oral traditions, and novelists. (Selections of poetry, music and theater of Creole expression are presented contextually, with translations.) By genre or by chronology, the study presents excerpts of works by major figures, including foundational essayists, a large corpus of poets, musicians and performers of the spoken word, and prose novelists.

Class discussions are often vibrant, as when considering works that include representations of sexual, racial, social, and religious conflict. A variety of creative works enrich the understanding of the socio-economic realities of Haiti, its Vodou traditions, and its essential place in world history. The inclusion of works by authors from the Haitian diaspora reinforces the bonds between Haiti and the U.S., neighbors (including those who live in New York) with shared histories and destinies.

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

a.) Know major figures of the Haitian literary patrimony: authors of poetry, essays, novels and short stories. Study a selection of especially contemporary authors in a more in-depth manner.

b.) Diversify notions of literary genres, to include the printed book (poetry, short stories, novels) without excluding forms of oral or "popular" literature (poetry declamations, *lodyans*, television and radio sketches, self-published novels and poetry).

c.) Know key figures and dates of Haitian history, and examples of artists and intellectuals implicated in political and historical debates.

d.) Structure cohesive analyses through in-depth formal writing assignments.

5. Date of Departmental Approval: 9/18/2019

**LEHMAN COLLEGE
 OF THE
 CITY UNIVERSITY OF NEW YORK**
THE LEHMAN SCHOLARS PROGRAM
CURRICULUM CHANGE

Name of Program and Degree Award: The Lehman Scholars Program
 Effective Term: Spring 2020

1. **Type of Change:** Addition or Deletion Area of Concentration Requirements

2. **From:**
The Lehman Scholars Program

Director of Studies: Professor Gary Schwartz (Library, Room 315)

The Lehman Scholars Program (LSP) is designed for capable and highly motivated students who have the desire and ability to pursue a somewhat more independent liberal arts course of study. The program offers the advantages of a small, intimate college, including special courses, seminars, and academic counseling.

Special Features: The Lehman Scholars Program offers several special features:

- *Students are exempt from General Education upper-division Integration Requirements (CUNY College Option).* They must, however, fulfill the Foundation and Distribution General Education requirements (CUNY Common Core) and meet all course prerequisites and requirements for their major field.
- *Mentors.* Each student entering the program will be assigned to a faculty mentor in his or her field of interest. The mentor will advise the student in the areas of program planning and academic and career goals.
- *The Lehman Scholars Program has its own requirements, which students must fulfill:*
 1. A two-semester honors course in English composition and stylistics, which also fulfills a requirement in the CUNY Common Core.
 2. Four LSP honors seminars: ~~one from each of four different academic areas: Fine and Performing Arts, Humanities, Natural Science, and Social Science.~~ Students who enter the program with more than 30 credits may be considered for exemption from one seminar after consultation with the Program Director.
 3. Two years of the same foreign language or its equivalent; Students beginning a foreign language take 4 semesters (elementary + intermediate); students

continuing in a language may place into one of the four semesters or place out of further required foreign language study based on AP testing or other criteria.

Or

Students may take one year of elementary language study and two Lehman Scholars Seminars.

Or

Students placing out of foreign language study take two additional LSP Seminars

4. ~~A senior honors essay, thesis, or capstone project~~

Application Procedure: Students who have earned 60 or fewer college credits may apply for either September, June, or January admission. They will be notified about their acceptance in time for the following semester's registration. The application form is available in the LSP Office, Library, Room 315.

3. **To: Underline the changes
The Lehman Scholars Program**

Director of Studies: Professor Gary Schwartz (Library, Room 315)

The Lehman Scholars Program (LSP) is designed for capable and highly motivated students who have the desire and ability to pursue a somewhat more independent liberal arts course of study. The program offers the advantages of a small, intimate college, including special courses, seminars, and academic counseling.

Special Features: The Lehman Scholars Program offers several special features:

- *Students are exempt from General Education upper-division Integration Requirements (CUNY College Option).* They must, however, fulfill the Foundation and Distribution General Education requirements (CUNY Common Core) and meet all course prerequisites and requirements for their major field.
- *Mentors.* Each student entering the program will be assigned to a faculty mentor in his or her field of interest. The mentor will advise the student in the areas of program planning and academic and career goals.
- *The Lehman Scholars Program has its own requirements, which students must fulfill:*
 1. A two-semester honors course in English composition and stylistics, which also fulfills a requirement in the CUNY Common Core.
 2. Four LSP honors seminars: Students who enter the program with more than 30 credits may be considered for exemption from one seminar after consultation with the Program Director.

3. Two years of the same foreign language or its equivalent; Students beginning a foreign language take 4 semesters (elementary + intermediate); students continuing in a language may place into one of the four semesters or place out of further required foreign language study based on AP testing or other criteria.

Or

Students may take one year of elementary language study and two Lehman Scholars Seminars.

Or

Students placing out of foreign language study take two additional LSP Seminars.

4. Completion of a capstone project, begun in the second semester of junior year and submitted by November 1 or April 1 of the student's last semester (or semester of graduation).

Application Procedure: Students who have earned 60 or fewer college credits may apply for either September, June, or January admission. They will be notified about their acceptance in time for the following semester's registration. The application form is available in the LSP Office, Library, Room 315.

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

Students will have great choice selection of LSP Honors Seminars; clarification of capstone project submission.

5. **Date of departmental approval:** September 12, 2019

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 364
Course Title	Financial Mathematics
Description	Time value of money, annuities/cash flows with non-contingent payments, loans, and bonds. General cash flows and portfolios, immunization, and interest rate swaps. Determinants of interest rates.
Pre Requisite	MAT 176.
Credits	4
Hours	4
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

How mathematics relates to finance is an interesting, involved, and advanced subject with many career opportunities. Students that successfully complete this course will be more competitive on the job market in finance-related fields.

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

- Define and recognize (in context) key financial terms related to interest, future/current/present value, annuities, loans, bonds, immunization, inflation, and risk.
- Interpret, analyze, and create mathematical equations that model financial situations.
- Calculate outstanding balance, interest, book value, amortization of a premium, redemption/face value, yield rate, the present value of a set of cash values, and the term of a bond.
- Explain how the components of interest rates apply in various contexts.
- Construct an investment portfolio.

5. Date of Departmental Approval: 8/29/2019

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 430
Course Title	Problem Solving Seminar in Applied Probability
Description	Selected advanced topics from probability. Students will be expected to engage in applied problem solving both individually and in small groups. Oral presentations of solutions will be expected. Note. Material covered in this class will help students prepare for the Society of Actuaries' P Exam.
Pre Requisite	MAT 330.
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. **Rationale:**

This course will allow students to apply the theoretical mathematics that they learn in MAT 330: Probability and Statistics to real-world problems. In addition, students will become familiar with how probability is used as a tool to solve problems encountered in actuarial science.

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

- Read and interpret problems on basic probability concepts, discrete/continuous univariate random variables, and multivariate random variables.
- Develop and adjust strategies to solve problems involving basic probability, discrete/continuous univariate random variables, and multivariate random variables.
- Implement their devised problem-solving strategies to reach a solution.
- Explain their solution and justify their problem-solving approach both orally and in writing.
- Analyze their approach and solution for accuracy and soundness.

5. **Date of Departmental Approval:** 8/29/2019

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

DEPARTMENT OF MATHEMATICS

CURRICULUM CHANGE

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 464
Course Title	Problem Solving Seminar in Financial Mathematics
Description	Selected advanced topics from financial mathematics. Students will be expected to engage in applied problem solving both individually and in small groups. Oral presentations of solutions will be expected. Note. Material covered in this class will help students prepare for the Society of Actuaries' FM Exam.
Pre Requisite	MAT 360.
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

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3. Rationale:

This course will allow students to apply the theoretical mathematics that they learn in MAT 360: Financial Mathematics to real-world problems. In addition, students will become familiar with how financial mathematics is used as a tool to solve problems encountered in actuarial science.

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

- Read and interpret problems on time value of money, annuities/cash flows with non-contingent payments, loans, bonds, general cash flows and portfolios, immunization, rate swaps, and determinants of interest rates.
- Develop and adjust strategies to solve problems involving time value of money, annuities/cash flows with non-contingent payments, loans, bonds, general cash flows and portfolios, immunization, rate swaps, and determinants of interest rates.
- Implement their devised problem-solving strategies to reach a solution.
- Explain their solution and justify their problem-solving approach both orally and in writing.
- Analyze their approach and solution for accuracy and soundness.

5. Date of Departmental Approval: 8/29/2019

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 and must be 3 credits. STEM waiver courses do not need to be approved by the Common Core Course Review Committee. The form should not be used for STEM waiver courses.

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	SOC 166
Course Title	Fundamentals of Sociology
Department(s)	Sociology
Discipline	Sociology
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	Introduction to sociological concepts and perspectives and their applications to societies in the modern world.
Special Features (e.g., linked courses)	N/A
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
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

D. Individual and Society

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

This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and interpret empirical data and/or textual evidence from a variety of sources.

Example: A writing assignment that asks students to gather, interpret, and assess information on the concepts of achieved, ascribed, and master statuses and their relevance for upward social mobility.

- Gather, interpret, and assess information from a variety of sources and points of view.

This SLO is assessed by writing assignments, exam questions, and/or group activities that require students to gather and critically evaluate empirical and/or textual evidence from a variety of sources on the various topics covered in the class ranging from ideological arguments about whether the U.S. is a meritocracy to quantitative data organized in graphs or tables about average age at first pregnancy or attitudes about divorce or politics, to name a few.

Example: An essay exam question may present students with a table showing attitudes about health care reform by social class status. Students will be asked to critically evaluate the evidence within the lessons of the course on social class status and translate the tabled information into writing.

- Evaluate evidence and arguments critically or analytically.

This SLO is assessed by writing assignments and/or essay exam questions that require students to write persuasive arguments in favor of a theoretical/ideological position over another using empirical or textual evidence.

Example: A writing assignment that presents students with an article and video to explore economic inequality & social mobility and asks them to use evidence to argue why “typical Americans” think economic inequality and social mobility were much better than they actually are using surprising facts from the article.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

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

This SLO is assessed by writing assignments and/or essay exam questions that require students to identify and apply fundamental sociological concepts in particular examples or assigned materials.

Example: Writing assignment requiring students to view a TED talk by a prominent sociologist (e.g., Alice Goffman, “How We’re Priming Some Kids for College --- and others for Prison,”) and analyze the video in an essay that applies fundamental sociological concepts (e.g., on socialization).

- 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 writing assignments wherein students examine the interconnectedness of the individual and social institutions, including families, schools, etc. to understand how individual agency and social structure interact to shape values, choices, experiences, successes, and overall well-being for individuals differently.

Examples: Students may be asked to write an essay about “tracking” in schools that reinforces and shapes students choices/preferences, experiences, and life chances. The student should include information about the characteristics that lead to differential tracking within schools and

- Examine how an individual's place in society affects experiences, values, or choices.

the consequences it has for students' choices and experiences	
<p>This SLO is assessed by writing assignments, essay exam questions, and/or group work wherein students engage with basic ethical principles associated with human subjects protections in sociological research (e.g., in the Belmont Report), which include respect for persons, beneficence and justice, informed consent, assessing risks versus benefits, and sampling from the population. Students are introduced to ethical violations (e.g., Tuskegee, Laud Humphreys, etc.)</p> <p>Example: Test questions that require students to discuss and reflect upon the ethical considerations.</p>	<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.

SOCIOLOGY 166: FUNDAMENTALS OF SOCIOLOGY

Section xxxx

Fall xxxx

Lehman College, Department of Sociology

Instructor: Alice Instructor

CONTACT INFORMATION

Class: Carman Hall xxxx Meeting day and time: xxxx
Office: Carman Hall xxxx; Office hours: xxxx
Phone #: 718-960- 8193 Sociology Dep't Office - Ms. Miriam Medina is the
Department secretary
Email: alice.instructor@lehman.cuny.edu

“The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise. To recognize this task and this promise is the mark of the classic social analyst.” – C. Wright Mills (1959)

DESCRIPTION

Sociology is the study of the relationship between the individual and society, in the context of history. This course will introduce the discipline of sociology by cultivating the understanding and practice of the sociological imagination. We will explore the social world by identifying its role in socialization and formation of the self. We will discuss the dynamics of change in the social realm. We will link the social world to the individual by examining issues of social stratification by class, race and gender. Finally, we will place social forms in a historical context, and discuss the contemporary moment that we live in, the age of globalization.

THEMES AND OBJECTIVES

Themes from Mills' *The Sociological Imagination* (1959):

1. **Society:** What is the structure of this particular society as a whole? What are its essential components, and how are they related to one another? How does it differ from other varieties of social order? How do its essential components contribute to its reproduction and what possibilities do they offer for its transformation?
2. **History:** Where does this society stand in human history? What are the mechanics by which it is changing? What is its place within and its meaning for the development of humanity as a whole? How does any particular feature we are examining affect, and how is it affected by, the historical period in which it moves? And this period – what are its essential features? How does it differ from other periods? What are its characteristic ways of history-making?
3. **Individual:** What varieties of men and women now prevail in this society and in this period? And what varieties are coming to prevail? In what ways are they selected and formed, liberated and repressed, made sensitive and blunted? What kinds of “human nature” are revealed in the conduct and character we observe in this society in this period? And what is the meaning of “human nature” for each and every feature of the society we are examining?

Learning Objectives:

- To have a clear understanding of what sociology is and how it is used
- To develop a sociological imagination
- To be exposed to the range of topics that interest sociologists
- To become sensitive to the sociological aspects of everyday life
- To develop critical thinking skills
- To improve written communication skills
- To improve quantitative reasoning skills

REQUIRED TEXTS

Kornblum, William. *Sociology in a Changing World*. 9th ed. Wadsworth Publishing. 2011.
MUST BE 9TH EDITION AND PAPER VERSION – NO ELECTRONIC VERSIONS/NO EXCEPTIONS

Textbook is available in the Lehman bookstore **AND** on two hour reserve in the library.

ATTENDANCE

Attendance and participation will affect your grade. **PLEASE NOTE:** You are permitted a maximum of two absences and **I do not differentiate between excused and unexcused absences**. Three absences will lower your participation grade by a full grade - e.g. a "B" to a "C" Four or more absences and you will receive a grade of "F" for participation. I will take attendance in class, soon after each session begins. If you come in after I take attendance, you will be marked present but late. Excessive lateness will negatively impact your class participation grade – **three late arrivals will count as one absence**. If you have special circumstances that may affect your regular attendance (e.g. work schedule, day care, caretaking responsibilities), please keep my attendance policy in mind when deciding whether or not this course will fit into your schedule.

CLASS PARTICIPATION

This class is not a lecture-style course, and is quite dependent on your participation. As such, you must come to class on time and must be prepared to discuss the material. I want to see and hear you—your input and perspective is critical to the course and will account for a significant portion of your course grade.

Some notes on participation: Talking a lot does not guarantee a good class participation grade.

Contributions that advance the class discussion (e.g. pointing something out in the reading that we have not yet discussed, answering a question posed by the instructor or another classmate, posing thoughtful questions, stating disagreement with the author/other students/instructor and backing that position up with a solid argument) are valued more than the number of times you speak. To participate in a thoughtful manner, you must support your opinions with textual references and/or describe relevant experiences and be open to critique and/or disagreement. In addition, please critique or disagree with others in a respectful way.

When I assign class participation grades, the following guidelines will apply:

- *Has not attended class regularly: F
- *Attends class regularly but says little/does not speak much: C
- *Attends class regularly and participates regularly: B
- *Attends class regularly and participates to advance class discussion: A

COURSE WORK

Three short exams replace the customary midterm. The exams and the two hour final include multiple choice questions, fill in questions and essays. Three to four class meetings before each exam I will distribute a list of short essay questions for you to prepare and will select two or three of these questions for each exam. We will review each question in class and you should bring in drafts of your answers to discuss during class time. I will provide you with more detailed information when I distribute the essay questions.

In addition to the short exams and final exam students will be assigned several short writing pieces.

Periodically there will be in-class assignments. Some of these assignments will be individual work, in the form of worksheets, paragraphs, or reading quizzes, while other assignments will be group work. These will generally not be announced beforehand, underscoring the importance of regular attendance.

GRADING PROCEDURE:

30% Three exams (10% each) [absence for *any* reason from an exam = 0 = F]

40% Final Exam

15% In and out of class assignments

15% participation

ADDITIONAL NOTES ON COURSE POLICIES

1. Cell phone policy: Please turn cell phones off during class. If you need to make an emergency call, please step outside class and return when you're finished. **TEXTING EQUALS TALKING**, if you have an emergency and need to text, please step outside class and return when you're finished.

IF YOU HAVE A TEXTING COMPULSION, THEN THIS IS NOT THE CLASS FOR YOU BECAUSE I WILL ASK YOU TO KEEP YOUR PHONE OFF YOUR DESK AT ALL TIMES

2. Food policy: In order to be fair to all students **only drinks will be allowed in class**. We will have a 15 break approximately half way through each class during which time you can step out to eat.
3. I do not accept any assignments over email—on-time assignments will be handed in to me at the beginning of class on the due date. Late assignments can be brought to a future class session or left in my mailbox in the Sociology department. Keep in mind that late assignments are dated upon my receipt of them and not when they were left in my box. I may amend this policy under exceptional circumstances. Also, always keep an extra copy of all assignments that you turn in.
4. Grade Change Policy: If you believe that I made an error in grading your assignment, you are welcome to submit a request for grade re-consideration. In order to do this, you must give me a request for a grade change, in writing, with an explanation of why you think the grade was given in error (along with the graded assignment with my comments). An acceptable explanation: you feel you met the criteria of the assignment and can give specific examples to support this point. An unacceptable explanation: you worked hard on the assignment and do not like the grade you were given. Keep in mind that a request for a grade change will be taken seriously but will not necessarily result in a change of grade, and that I reserve the right, upon re-consideration, to also lower the original grade.

5. As the instructor, I reserve the right to add or delete items to the syllabus if needed, and make amendments to these guidelines/policies if unanticipated circumstances arise. If there needs to be a change to the syllabus, in addition to an in-class announcement, I will send an email out to all class participants. It is your responsibility to ensure that I have an active email address for you and that you check your email regularly. In addition, if you miss class, it is your responsibility to get the missed information (including any class announcements). I recommend you find at least one class-friend who can provide you with this information if/when needed, but, you can also email me.

6. **Use of Technology and Blackboard Information:**

We will be using a Blackboard site for many of the class activities. It can be accessed through the Lehman website at www.lehman.cuny.edu. We will go over how to access the site and its topography during the first week of class.

If you have any questions about your Lehman email address or your password, or if you have any problems accessing the site please call the computer helpdesk at **718-960-1111**.

7. **Accommodating Disabilities** Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Student Disability Services. For more information, please contact the Office of Student Disability Services, Shuster Hall, Room 238, phone number is 718-960-8441.

8. **The Academic Center for Excellence (ACE) and the Science Learning Center (SLC)**

The Academic Center for Excellence (ACE) and the Science Learning Center (SLC) are two of the tutoring centers on campus. The ACE provides appointment-based and drop-in tutoring in the humanities, social sciences, and writing, as well as general writing and academic skills workshops. The SLC provides drop-in tutoring for natural science courses. To obtain more information about the ACE and the SLC, please visit their website at <http://www.lehman.edu/issp>, or please call the ACE at 718-960-8175, and the SLC at 718-960-7707.

9. CUNY prohibits academic dishonesty, which includes: **Plagiarism**, which is the act of taking someone else's words and passing them off as your own (e.g. not properly citing a quote, paraphrasing a text without proper reference); **Internet Plagiarism** (e.g. cutting and pasting from different websites without citing the source, copying research papers that are available on the Internet and passing it off as your own work); **Cheating** (e.g. changing a grade on a test/paper and returning it to the instructor for a grade change). Acts of academic dishonesty can have various, and sometimes severe, academic sanctions. I take this issue seriously and expect all of you to follow CUNY's guidelines of academic *HONESTY*. I am also interested in preventing violations of this policy. We will go over these issues (including proper citation) in more detail in class, and if, *at any time*, you are unsure about any part of this CUNY-wide policy, please ASK for more information as it is your responsibility to ensure that you do not commit an act of academic dishonesty.

COURSE SCHEDULE

NB: We will incorporate both quantitative and visual analysis into each chapter we read.

For each chapter we cover we will devote time to a review of its quantitative elements – you are responsible for not only reading the text of each chapter but also for studying and understanding whatever graphs, line and/or pie charts are found within the chapter. Understanding quantitative analysis is not only

an essential skill for a sociologist and for social scientists in general, but for all citizens of an advanced modern society such as ours. For each chapter we cover we will also devote time to a review of its visual elements – you are responsible for studying the various images the author includes in the chapter. As you study the images you should ask yourself how they relate to and enhance the contents of the chapter. We will examine the cognitive and affective functions of the images included in each chapter.

I. Concepts and Methods (approximately 6 classes)

Chap.1. “Sociology an Introduction”

Chap. 3. “Culture”

Chap. 4. “Societies and Nations”

Chap. 2. “The Tools of Sociology”

EXAM #1 & Exam #2, fill in and multiple choice questions from Unit 1.

II Socialization and Basic Institutions of Socialization (approx. 4 classes)

Chap. 5 “Socialization”

Chap. 20 “Science, Technology, and Medicine (pages 527-30 only)

Chap. 15 “The Family”

Chap. 17 “Education”

EXAM #3, fill in and multiple choice questions from Unit II.

IV. Social Inequality (approx. 4 classes)

Chap. 10 “Stratification and Global Inequality”

Chap. 11 “Inequalities of Social Class”

Chap. 13 “Inequalities of Gender” (sections to be read will be announced)

Chap. 12 “Inequalities of Race and Ethnicity”

FINAL EXAM: Is an in class cumulative exam – Part I of the exam will be in class and will be multiple choice and fill in questions, Part II of the exam will be two at home essays. I will give you the specific details about the final exam in class.

The date for all final exams is set by the Lehman College Registrar, you can view the Fall 19 final exam schedule on the Lehman College website. **The final exam for our course is scheduled to be on xxxx.**

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

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

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 326
Course Title	Speech Pathology: Functional Disorders
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included.
Pre/ Co Requisites	SPV 224 or LNG 160, SPV 245 or LNG 245, SPV 247 OR LNG 247, Departmental 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

3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 326
Course Title	Speech Pathology: Functional Disorders
Description	Nature, etiology, assessment, and treatment of speech disorders (specifically articulation and fluency) and language disorders in preschool children, school-age children, and adolescents. Issues concerning multiculturalism and multilingualism are included.
Pre/ Co Requisites	SPV <u>321</u> or LNG <u>330</u> or, SPV 245 or LNG 245, SPV 247 or LNG 247, Departmental 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

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

This curriculum proposal does not represent any change in prerequisite coursework, but reflects the already approved course number changes (SPV 221 is now to SPV 321/LNG 330).

5. **Date of departmental approval:** September 6, 2019

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

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** Pre-requisite Course Numbers

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

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 327
Course Title	Speech Pathology: Organic Disorders
Description	Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders.
Pre/ Co Requisites	SPV 224 or LNG 460, SPV 245 or LNG 245, SPV 247 OR LNG 247, Departmental permission.
Credits	3
Hours	3
Liberal Arts	[] Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Speech-Language-Hearing Sciences
Career	<input checked="" type="checkbox"/> Undergraduate [] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [] Compensatory [] Developmental [] Remedial
Subject Area	Speech Pathology and Audiology
Course Prefix & Number	SPV 327
Course Title	Speech Pathology: Organic Disorders
Description	Nature, etiology, assessment, and treatment of cleft palate, voice disorders, aphasia, cerebral palsy, and other neurological disorders.
Pre/ Co Requisites	SPV <u>321</u> or LNG <u>330</u> , SPV 245 or LNG 245, SPV 247 or LNG 247, Departmental 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

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

This curriculum proposal does not represent any change in prerequisite coursework, but reflects already approved course number changes (SPV 221 is now to SPV 321/LNG 330).

5. **Date of departmental approval:** September 6, 2019

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Effective Term: Spring 2020

1. **Type of Change:** Requirements for minors

2. **From:** ~~Strike through the changes~~
Optional Minor (12 Credits or more credits)

A minor, which normally consists of ~~at~~ twelve credits of related courses beyond the 100 level in a department or approved program (including professional programs, such as teacher education), is not required for graduation (except as may be required for a specific major). Students may nonetheless declare a minor field of concentration, which will become part of their official program. Normally, at least six of the twelve credits must be taken in 300- and 400-level courses. ~~Students who wish to do so should declare their minor by the time they have earned 80 credits and must record their choices in the Office of the Registrar (Shuster Hall, Room 108).~~

3. **To:** Underline the changes
Optional Minor (12 Credits or more credits)

A minor, which normally consists of twelve credits of related courses beyond the 100 level in a department or approved program (including professional programs, such as teacher education), is not required for graduation (except as may be required for a specific major). Students may nonetheless declare a minor field of concentration, which will become part of their official program. Normally, at least six of the twelve credits must be taken in 300- and 400-level courses. At least 50% of the courses taken to fulfill the requirements of a minor must be discrete, that is, at least 50% must be different from the courses used to fulfill the requirements of the student's major or other minors/certificates.

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

Current practices are that only one course can be shared between a student's major and minor/certificate and no courses can be shared between minors/certificates. For example, a student majoring in Chemistry must complete two introductory courses in Physics. A minor in Physics requires the same two introductory courses in Physics plus three additional courses in Physics. Thus, Chemistry majors cannot also minor in Physics. The proposed change instead considers how many distinct, that is, unshared, courses should be required to allow a student to complete an additional area of specialization. The committee concluded that as long as 50% of the courses were

distinct, a student should be able to add a new area of specialization. For the example above, the proposed change would allow Chemistry majors to pursue a minor in Physics (as the Physics minor consist of five courses, and at least three of them, more than 50%, are not required by Chemistry).

5. **Date of committee approval:** October 2, 2019

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

WOMEN'S STUDIES PROGRAM

CURRICULUM CHANGE

Effective Term: Spring 2020

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

2. **From:**
Women's Studies Minor (Interdisciplinary)

Requirements for the Minor in Women's Studies

Students complete 12 credit hours in Women's Studies from List I. These may not be in the student's major field.

List I: Women's Studies and Cross-Listed Courses

Credits

WST 136 Family and Community Health	2
WST 206 Anthropological Perspectives on Women and Men	3
WST 209 Psychology of Women	3
WST 210 Women in Latin America	3
WST 220 Introduction to Women's Studies	3
WST 228 African American Families	3
WST 234 Women in Literature	3
WST 239 Black Women in American Society	3
WST 240 Women in African Society	3
WST 250 Topics in Women and Society	3
WST 255 Topics in Women and Religion	3
WST 260 Topics in the History of the Women's Movement	3
WST 302 Women in Antiquity	3
WST 307 Human Sexuality	3
WST 308 Parenting and Child Health	3
WST 317 Family Relationships	3
WST 328 The Family in American History	3
WST 329 History of Sexuality and Sex Roles in America	3
WST 331 History of Women in America	3
WST 341 Women and Politics	3
WST 348 Family Psychology	3
WST 372 Family Relationships: Field Study and Seminar	2
WST 481 Senior Seminar in Women's Studies	3

Each student registered for the Women's Studies Option is required to take a 3-credit Senior Seminar in Women's Studies (WST 481).

3. **To:**

Women's and Gender Studies Minor (Interdisciplinary)

Requirements for the Minor in Women's and Gender Studies

Students complete 12 credit hours in Women's and Gender Studies from List I. These may not be in the student's major field.

List I: Women's and Gender Studies and Cross-Listed Courses

	Credits
WST 136 Family and Community Health	2
WST 206 Anthropological Perspectives on Women and Men	3
WST 209 Psychology of Women	3
WST 210 Women in Latin America	3
WST 220 Introduction to Women's Studies	3
WST 228 African American Families	3
WST 234 Women in Literature	3
WST 239 Black Women in American Society	3
WST 240 Women in African Society	3
WST 250 Topics in Women and Society	3
WST 255 Topics in Women and Religion	3
WST 260 Topics in the History of the Women's Movement	3
WST 302 Women in Antiquity	3
WST 307 Human Sexuality	3
WST 308 Parenting and Child Health	3
WST 317 Family Relationships	3
WST 328 The Family in American History	3
WST 329 History of Sexuality and Sex Roles in America	3
WST 331 History of Women in America	3
WST 341 Women and Politics	3
WST 348 Family Psychology	3
WST 372 Family Relationships: Field Study and Seminar	2
WST 481 Senior Seminar in Women's Studies	3

Each student registered for the Women's and Gender Studies Option is required to take a 3-credit Senior Seminar in Women's Studies (WST 481).

4. **Rationale:**

Women's and Gender Studies is now a well established national and international academic field. The name change will keep our students abreast of the broader field of study, which is an important category of analysis in the academic curriculum. Students will explore the roles of gender in today's society, growing debates of gender intersections with class, race, citizenship and sexuality in the construction of identity.

They will also focus on the search for equity and social justice in an increasingly unequal society, both in the United States and internationally.

5. **Date of departmental approval:** May 15, 2019

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

WOMEN'S STUDIES PROGRAM

CURRICULUM CHANGE

Effective Term: Spring 2020

1. **Type of Change:** Name of Option

2. **From:**
Women's Studies Option (18-Credit)

Students complete 18 credit hours in Women's Studies

List I: Women's Studies and Cross-Listed Courses

Six of these credits may be within the student's major field selected from List I.

Credits

WST 136 Family and Community Health 2
WST 206 Anthropological Perspectives on Women and Men 3
WST 209 Psychology of Women 3
WST 210 Women in Latin America 3
WST 220 Introduction to Women's Studies 3
WST 228 African American Families 3
WST 234 Women in Literature 3
WST 239 Black Women in American Society 3
WST 240 Women in African Society 3
WST 250 Topics in Women and Society 3
WST 255 Topics in Women and Religion 3
WST 260 Topics in the History of the Women's Movement 3
WST 302 Women in Antiquity 3
WST 307 Human Sexuality 3
WST 308 Parenting and Child Health 3
WST 317 Family Relationships 3
WST 328 The Family in American History 3
WST 329 History of Sexuality and Sex Roles in America 3
WST 331 History of Women in America 3
WST 341 Women and Politics 3
WST 348 Family Psychology 3
WST 372 Family Relationships: Field Study and Seminar 2
WST 481 Senior Seminar in Women's Studies 3

List II: Background Courses

Students must also complete, as background courses, 12 credits selected from List II. Of these, 6 credits may be in the student's major field.

Credits

ANT 228 Language and Culture 3
 ANT 330 Dynamics of Culture Change in a Global Context 3
 ANT 332 Kinship, Marriage, and the Family 3
 ANT 334 Mind and Culture 3
 ACU 226 Greek Daily Life 3
 ACU 227 Roman Daily Life 3
 ECO 326 Labor Economics 3
 ECO 316 Economics of Inequality 3
 FCS 180 Modern Housing 3
 FCS 317 Consumption Behavior 3
 FCS 374 Consumer Advocacy 3
 HIA 331 Life and Society in the Middle Ages 3
 HIU 340 History of African American Women 3
 HIU 342 History of American Labor 3
 PHI 232 Classical Ethical Theories 3
 PHI 236 Social Philosophy 3
 PHI 360 Philosophy of Protest & Liberation 3
 POL 303 Constitutional Law: Government Structures and Powers 3
 POL 304 Constitutional Law: Personal Rights and Liberties 3
 POL 316 Organizing an Election Campaign 3
 POL 323 Marxism 3
 ESC 300 Human Relations 3
 ESC 406 Sex Education, Cultural Values, and Family Life 3
 SOC 240 Death, Dying, and Bereavement 3
 SOC 243 The Aged in Modern Society 3
 SOC 309 Social Inequality 3

Each student registered for the Women's Studies Option is required to take a 3-credit Senior Seminar in Women's Studies (WST 481).

3. To: **Women's and Gender Studies Option (18-Credit)**

Students complete 18 credit hours in Women's and Gender Studies

List I: Women's and Gender Studies and Cross-Listed Courses

Six of these credits may be within the student's major field selected from List I.

Credits

WST 136 Family and Community Health 2
 WST 206 Anthropological Perspectives on Women and Men 3
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 HIA 331 Life and Society in the Middle Ages 3
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 POL 316 Organizing an Election Campaign 3
 POL 323 Marxism 3

ESC 300 Human Relations 3
ESC 406 Sex Education, Cultural Values, and Family Life 3
SOC 240 Death, Dying, and Bereavement 3
SOC 243 The Aged in Modern Society 3
SOC 309 Social Inequality 3

Each student registered for the Women's and Gender Studies Option is required to take a 3-credit Senior Seminar in Women's Studies (WST 481).

4. Rationale:

Women's and Gender Studies is now a well established national and international academic field. The name change will keep our students abreast of the broader field of study, which is an important category of analysis in the academic curriculum. Students will explore the roles of gender in today's society, growing debates of gender intersections with class, race, citizenship and sexuality in the construction of identity. They will also focus on the search for equity and social justice in an increasingly unequal society, both in the United States and internationally.

5. Date of departmental approval: May 15, 2019



Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: October 30, 2019

Meeting Location: Carman 162

Attendance: Ron Bergmann, Stephen Castellano, Sherry Deckman, Michele Ehrenpreis, John DeLooper, Susan Ko, Jennifer McCabe, Joseph Mohorcich, Kenneth Schlesinger.

Excused: Raymond Diaz, Jennifer Van Allen

Student Senator Representatives: Nadine Zerphey

Library Report:

** Due to network maintenance - Library needed to close at 6:00 PM on Friday, November 1st

** Library offered Midterms Extended Study Hours until Midnight October 15-31

** 24-Hour Final Exam Study Hall will be offered December 6-20

** Library announces Reading and Discussion of Joy Greenberg-Jessica Kahn's *Early Childhood Education and Care: History, Policy, and Social Work Practice* on Tuesday, November 19th at 2:00 PM in the Treehouse

** Library - in partnership with Journalism-Media Studies and Latin American-Puerto Rican Studies -will present Rima Brusi's *Dismantling Public Education in Puerto Rico: Puerto Rico Before and After the Storm* on Tuesday, December 3rd at 11:00 AM

Division of Information Technology

** During the 2018-19 Academic Year, the Library Technology and Telecommunications Committee was tasked with recommending guidelines for the use of college listservs. Listservs are email lists used by departments, committees and campus leaders for communicating general College or CUNY information to various constituencies. Over the past two semesters, the Library Technology and Telecommunications Committee has reviewed the proposed guidelines and consulted with the Governance Committee and the chair of the Academic Freedom Committee. Our recommendations will be presented to the full Senate next month.

** Planning continues for the migration of faculty and staff email to Microsoft Office 365. Initial migrations are planned scheduled to begin in January 2020. More information will follow.

** The development of the **Lehman Lightning** chatbot pilot is moving forward. The Lehman Lightning name for the Chabot was selected by a student focus group, and the artwork for the chatbot was developed by a Lehman student. We are hoping to launch the chatbot to test its wings on a few pilot websites in mid-November.

** Please continue to be vigilant with e-mail to reduce the threat of phishing. A department chair will ask you to buy gift cards or ask if you are "available" from a non-Lehman email account. Please do not provide log-in or personal information in response to an email, and please be careful to not click on links or attachments from unknown senders.

Blackboard Report

** Blackboard will undergo an Upgrade on December 29th-30th. During this time period, Bb will be unavailable. There will be no major changes from the user perspective. Bb will function just the same as it does now.

** On November 12th and 13th and 18th and 19th All CUNY Blackboard Administrators will perform User Acceptance Testing to ensure that there are no surprises with the upgrade. In the event that we find some errors, we can report to Bb giving them plenty of lead time to correct the error.

Online Education

** Online Education announces their upcoming webinar: **Teaching Larger Classes-Maintaining Your Sanity**

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee

**UNIVERSITY
FACULTY
SENATE**

**A. VICE
CHANCELLOR
MATTHEW
SAPIENZA'S REPORT
ON THE CUNY
BUDGET**



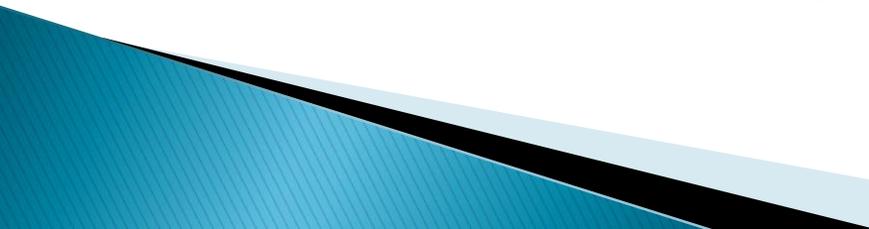
CURRENT FINANCIAL SITUATION – 2020 BUDGET

- ▶ **Senior college budget increased by \$79 million.**
 - **Two causes of the increase**
 - **47.7 million for fringe benefits [health insurance, welfare fund**
 - **31.3 million in additional tuition increase**
 - **Overall budget increased by 2% up to**
 - **\$3.7 billion**

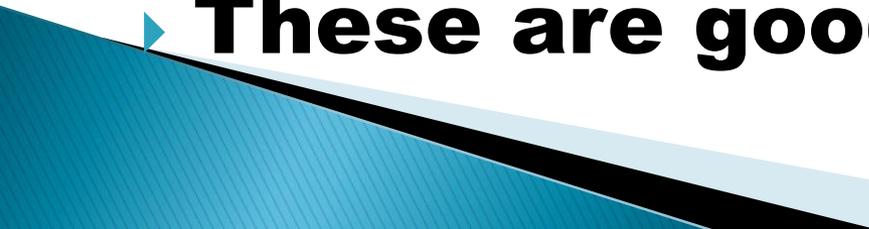
SOURCES OF FUNDS

- ▶ **53% of funds come from the state**
 - ▶ **[amount on the right includes funds for TAP**
 - ▶ **13.7% come from the City**
 - ▶ **21.9% of budget are from students' out-of-pocket**
 - ▶ **Scholarships and grants is about 7.7%**
- 

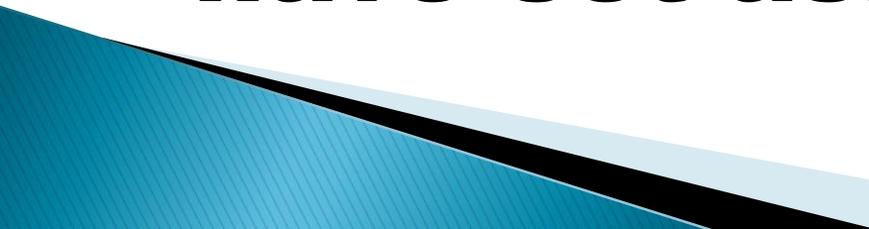
USES OF FUNDS

- ▶ **Systems Administration vs Shared Services [Central Office]**
– **3% of funds**
 - ▶ **Managed Programs \$41.1 million**
[fringed benefits, energy cost,
▶ **building rentals]**
- 

OTHER KEY FACTORS

- ▶ **Senior college enrollments are up, Community colleges are down somewhat [due to the economy]**
 - ▶ **New freshman went up significantly in the senior colleges [9%] [4000 new freshman]**
 - ▶ **These are good signs for CUNY**
- 

OTHER KEY FACTORS, CONTD.

- ▶ **Graduate education has been on the decline. However this year it is up**
 - ▶ **No cuts from the state for senior BUT senior colleges have set aside**
- 

MISC. BUDGET FACTS

- ▶ **2/3 of the budget comes from the state and the city**
- ▶ **\$350 Million spent on adjunct salaries**
- ▶ **Adjunct salaries constitute 80 % of the budget**
- ▶ **\$80 million needed to fill the TAP gap**
- ▶ **\$6 million is needed to address the issue of food insecurity in the senior colleges**

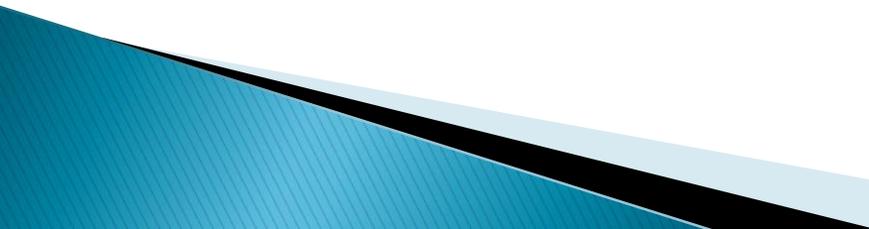
B. COMMITTEE REPORTS

BUDGET COMMITTEE

- ▶ **Agenda**
- ▶ **1. Transparency on the part of the administration**
- ▶ **2. Compiling ‘Misery’ indices [major gaps and effects of shortfalls].**
- ▶ **3. Examine campuses use of sabbatical money.**

Faculty Advisory Council [FAC] to the Research Foundation

- ▶ **Agenda**
- ▶ **1. Reset: renew efforts to reform the RF**
- ▶ **2. Service: Assess what issues faculty need to be addressed**
- ▶ **3. The results of the Hogan Lovell Report**

- ▶ **The Board of Trustees has released the results of the Hogans Lovells Report commissioned by the board to study the RF. The report has returned with 70 recommendations.**
 - ▶ **The FAC will be looking at the recommendations that are of concern to faculty.**
- 

Committee on Diversity

- ▶ **The Faculty Fellowship Publication Program (FFPP) to assists full-time untenured faculty in the design and execution of writing projects essential to progress toward tenure.**

CUNY ACADEMY REPORT

- ▶ **AWARDS** are available for faculty of all levels:
- ▶ **The CUNY Adjunct Faculty Travel Award is for CUNY Adjunct Professors attending a scholarly conference to present, perform, chair or moderate.**

- ▶ **The Stewart Travel Awards for Assistant Professors and**
- ▶ **the Stefan Bernard Baumrin [SBB] Travel Awards for full-time Associate Professors at CUNY.**

- ▶ **The Feliks Gross Awards and the Henry Wasser Awards are presented each year to assistant professors in recognition of outstanding research, or potential for such, in the humanities or sciences, including social and life sciences.**

- ▶ **The Academy hosts over 30 events each year – mostly at the Graduate Center. However, they will come to any campus if you have an event.**
 - ▶ **Their priority in hosting are events of an interdisciplinary / intersectional nature.**
- 

C. REPORT OF THE CHAIR

▶ **Prof. Martin Burke**

- **Formation of a CUNY COACH Committee to review the results of the COACH study that would result in concrete policy outcomes.**
- **The 6th Year Pathway Review is under way. A committee is being formed to assess Pathway outcomes.**

- ▶ **Ongoing cooperation with SUNY's Faculty Council of Community Colleges [FCCC] to address common issues of concern to between them [budget, retention and diversity.**
- 

QUESTIONS, ISSUES OR CONCERNS

Dr Judith A. Duncker
Dept. of Political Science
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uny.edu



REPORT FROM THE UNIVERSITY FACULTY SENATE MEETING
TUESDAY October 28th
CUNY Central Offices
42nd Street

The 414th Plenary Session of The University Faculty Senate of The City University of New York was held at CUNY Central Office - 205 East 42nd Street, Room 0818/0819 on Tuesday, October 29, 2019. The meeting was called to order at 6:30. After approving of the minutes, the first speaker, Matthew Sapienza, CUNY's Senior Vice Chancellor and Chief Financial Officer was introduced.

1. VICE CHANCELLOR MATTHEW SAPIENZA'S REPORT ON THE CUNY BUDGET

Mr Sapienza's report consisted of three parts: a) CUNY's current financial situation, b) the sources of funds and c) the uses of funds.

A. CURRENT FINANCIAL SITUATION – 2020 BUDGET

Senior college budget increased by \$79 million. The increase was due to two causes of the increase

- ▶ 47.7 million for fringe benefits [health insurance, welfare fund]
- ▶ 31.3 million in additional tuition increase

Overall budget increased by 2% up to \$3.7 billion

B. SOURCES OF FUNDS

- ▶ 53% of the budget come from the state. This amount includes funds for TAP
- ▶ 13.7% comes from the City
- ▶ 21.9% of budget comes from students' out-of-pocket tuition
- ▶ Scholarships and grants is about 7.7%

C. USES OF FUNDS

- ▶ Systems Administration vs Shared Services [Central Office] – 3% of funds

- ▶ Managed Programs \$41.1 million [fringed benefits, energy cost, building rentals]

D. OTHER KEY FACTORS

- ▶ Senior college enrollments are up, Community colleges are down somewhat [due to the economy].
- ▶ New freshman went up significantly in the senior colleges [9%] [4000 new freshman]. These are good signs for CUNY
- ▶ Graduate education has been on the decline. However this year it is up.
- ▶ No cuts from the state for senior BUT senior colleges have set aside

E. MISC. BUDGET FACTS

- ▶ 2/3 of the budget comes from the state and the city
- ▶ \$350 Million spent on adjunct salaries
- ▶ Adjunct salaries constitute 80 % of the budget
- ▶ \$80 million needed to fill the TAP gap
- ▶ \$6 million is needed to address the issue of food insecurity in the senior colleges

2. COMMITTEE REPORTS

A) BUDGET COMMITTEE

- ▶ Agenda
- ▶ 1. Transparency on the part of the administration
- ▶ 2. Compiling 'Misery' indices [major gaps and effects of shortfalls].
- ▶ 3. Examine campuses use of sabbatical money.

B. THE FACULTY ADVISORY COUNCIL [FAC] TO THE RESEARCH FOUNDATION [David Jeruzalmi, chair]

FAC has a three-fold agenda

- ▶ 1. Reset: to renew efforts to reform the Research Foundation
- ▶ 2. Service: Assess what issues pertaining to faculty need to be addressed
- ▶ 3. To examine the results of the Hogan Lovell ReportThe Board of Trustees has released the results of the Hogans Lovells Report commissioned by the board to study the RF. The report has returned with 70 recommendations.
- ▶ The FAC will be looking at the recommendations that are of concern to faculty.

C. COMMITTEE ON DIVERSITY [Lisa Ellis, chair]

- ▶ Much of their programmatic efforts have suffered from a lack of funding which has also hampered the work of the committee. Ongoing programs include:
 - ▶ The **Diversity Projects Development Fund (DPDF)** was established by the Office of the Vice Chancellor for Human Resources Management to support educational projects, scholarly research, creative activities and other programmatic initiatives that promote multiculturalism, diversity and inclusion, affirmative action and nondiscrimination for the benefit of the University community.
 - ▶ The **Faculty Fellowship Publication Program (FFPP)** to assists full-time untenured faculty in the design and execution of writing projects essential to progress toward tenure.

D. CUNY ACADEMY REPORT [Sarah Danielsson, the Executive Director of the CUNY Academy for the Humanities and Sciences]

- ▶ The CUNY ACADEMY has awards available for faculty of all levels:
 - ▶ The CUNY Adjunct Faculty Travel Award is for CUNY Adjunct Professors attending a scholarly conference to present, perform, chair or moderate.
 - ▶ The Stewart Travel Awards for Assistant Professors and
 - ▶ the Stefan Bernard Baumrin [SBB] Travel Awards for full-time Associate Professors at CUNY.

- ▶ The **Feliks Gross Awards** and the **Henry Wasser Awards** are presented each year to assistant professors in recognition of outstanding research, or potential for such, in the humanities or sciences, including social and life sciences.
- ▶ The Academy hosts over 30 events each year – mostly at the Graduate Center. However, they will come to any campus if you have an event.
- ▶ Their priority in hosting are events of an interdisciplinary / intersectional nature.

E. REPORT FROM THE CHAIR PROF. MARTIN BURKE

- ▶ UFS has formed a CUNY COACH Committee to review the results of the COACH study with the hope of producing concrete policy outcomes.
- ▶ The 6th Year Pathway Review is under way. A committee is being formed to assess Pathway outcomes.
- ▶ Ongoing cooperation with SUNY's Faculty Council of Community Colleges [FCCC] to address common issues of concern to between them [budget, retention and diversity].

Respectfully submitted by:

Dr Judith A. Duncker
Dept. of Political Science
Judith.duncker@lehman.cuny.edu



The City University of New York
Fiscal Year 2020
Operating Budget

Presentation to the University Faculty
Senate Plenary

October 29, 2019

FY 2020 Operating Budget OVERVIEW

Senior College Summary:

Funding increased by \$79.0 Million:

- \$47.7M for Fringe Benefits
- \$31.3M in tuition revenue (\$200 annual increase)

FY 2020 State Operating Budget OVERVIEW

Community College Summary:

State base aid per FTE is \$2,947, an increase of \$100. As the result of community college enrollment declines, however, overall State base aid will be lower by \$7.8 million.

City funding increased by \$13.9 million:

- \$2.5 million for the expansion of collaborative academic programs with NYC DOE.
- \$1.0 million to address Food Insecurity
- \$1.5 million for local initiatives
- \$0.5 million for Citizenship Now
- \$13.6 million for mandatory cost items, such as fringe benefits and contractual labor increases.
- Above increases are offset by \$4.8M Program to Eliminate the Gap (PEG) Reduction and City-mandated overtime reduction of \$0.5 million.

Fiscal Year 2020 Funding Table (*\$ in millions*)

University-wide Funding by Source (\$ millions)

	FY2019	FY2020	Change	% Change
Senior Colleges				
State Support	\$1,552.6	\$1,600.2	\$47.6	3%
City Support	\$53.3	\$53.3	\$0.0	0%
Student Tuition	\$592.8	\$624.1	\$31.3	5%
Scholarships/Waivers	\$164.1	\$164.1	\$0.0	0%
Federal	\$166.3	\$166.3	\$0.0	0%
Total Senior Colleges¹	\$2,529.0	\$2,608.0	\$79.0	3%
Community Colleges				
State Support	\$362.7	\$355.0	-\$7.8	-2%
City Support	\$443.8	\$457.8	\$13.9	3%
Student Tuition	\$125.4	\$125.4	\$0.0	0%
Scholarships/Waivers	\$37.8	\$37.8	\$0.0	0%
Federal	\$119.5	\$119.5	\$0.0	0%
Total Community Colleges	\$1,089.3	\$1,095.4	\$6.1	1%
University-wide				
State Support	\$1,915.3	\$1,955.2	\$39.9	2%
City Support	\$497.1	\$511.1	\$13.9	3%
Student Tuition	\$718.3	\$749.6	\$31.3	4%
Scholarships/Waivers	\$201.8	\$201.8	\$0.0	0%
Federal	\$285.7	\$285.7	\$0.0	0%
Total University	\$3,618.3	\$3,703.4	\$85.1	2%

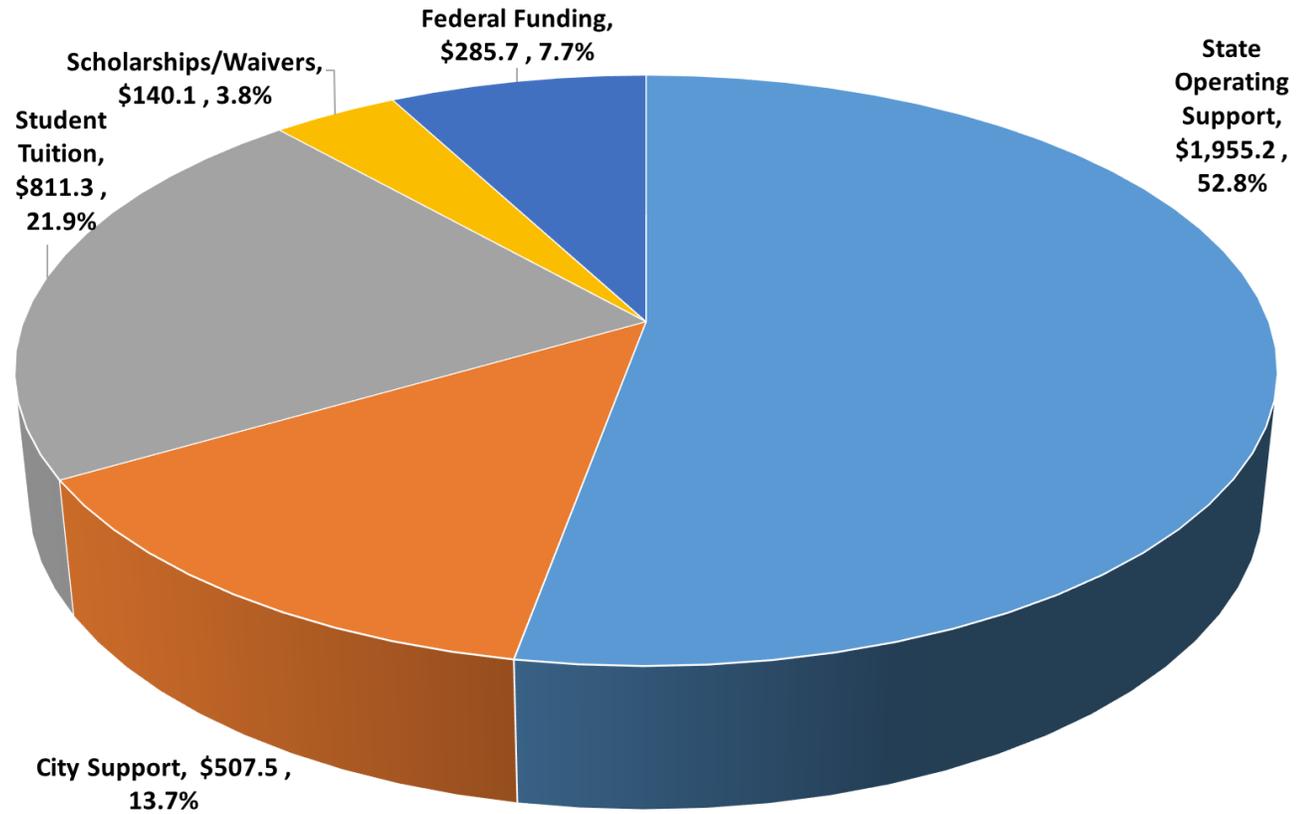
¹ Excludes Income Fund Reimbursables

Notes: State Support includes TAP. Federal Funding and Scholarships/Waivers amounts are based on FY18 actuals

Fiscal Year 2020 Sources of Funds (*\$ in millions*)

*Based on Initial Allocations

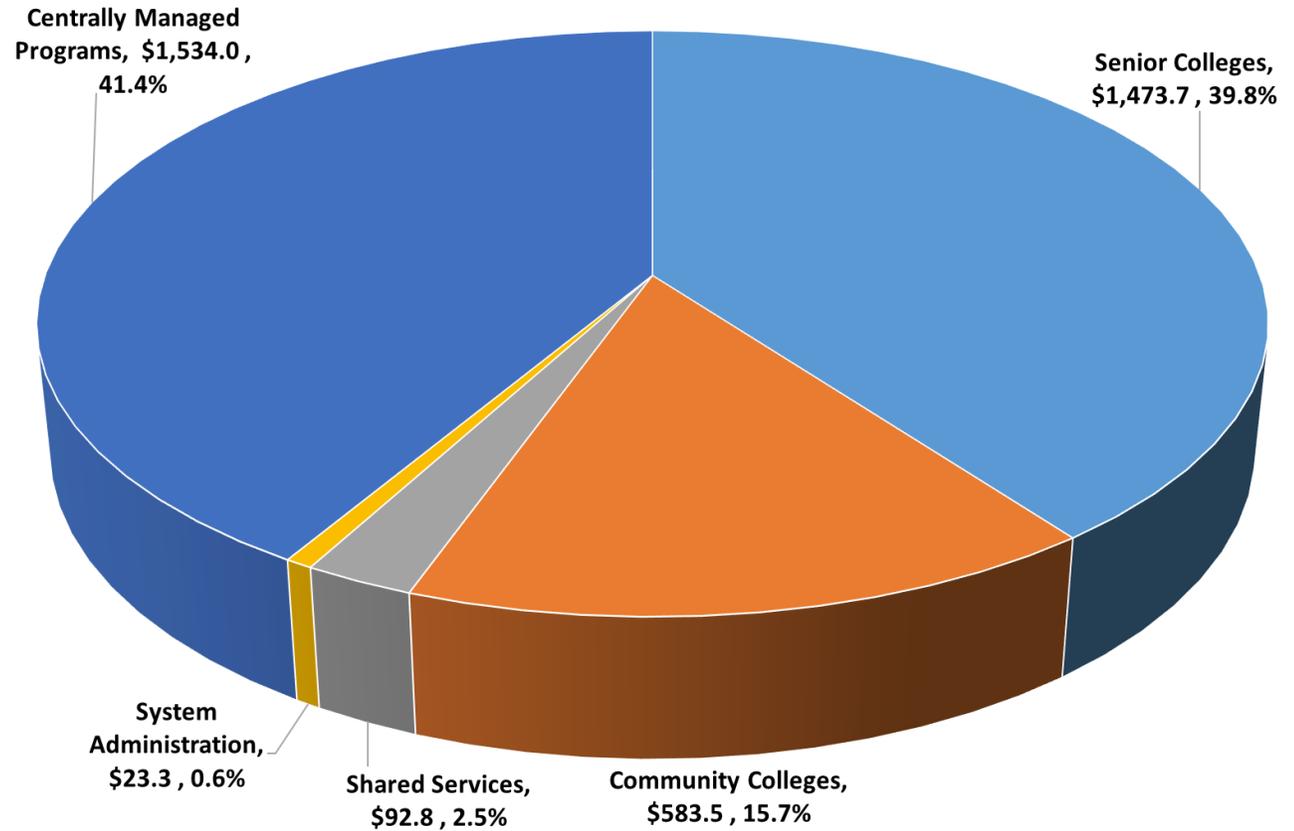
FY2020 Operating Budget - Sources of Funds (\$M)



Fiscal Year 2020 Use of Funds (\$ in millions)

*Based on Initial Allocations

FY2020 Operating Budget - Uses of Funds (\$M)



FY2020 Strategic Investments



\$4.0M for Open Educational Resources



\$8.0M for the Faculty Teaching Workload Reduction



\$1.0M to address Food Insecurity at the community colleges



\$1.8M for the expansion of the Accelerate, Complete and Engage (ACE) program



Expansion of Excelsior Scholarship Program



NYS DREAM Act: Undocumented students now eligible for State financial aid

Current Fiscal Climate

Other Key Factors



Colleges ended Fiscal Year 2019 with about \$79M in reserves, including the Labor Reserve.



Enrollment for Summer and Fall 2019 show stability at all levels – senior and community colleges, new freshmen, undergraduate and graduate students.

Fiscal Year 2021 Budget



The University is preparing its Budget Request for FY2021, along with an updated Four-Year Financial Plan



The Budget Request and Four-Year Plan will be presented to the Board of Trustees Fiscal Committee, and if approved, then to the full Board



The Budget Request will include all mandatory needs as well as investments in Programmatic Initiatives



New York City's Budget Gap for FY21 is \$3.5 billion, and New York State's is projected to be \$3.9 billion.



Preliminary budget allocations for FY2021 will be presented to the Fiscal Committee once the Governor's Executive and Mayor's Preliminary Budgets are issued in January 2020.



Q&A

