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**Minutes of
The Lehman College Senate Meeting
Wednesday, December 12, 2012
Senate Meeting**

7 **Senators Present:** Ahmed,S.; Amend,A.; Bamshad, M.; Banoum, B.; Becker, S.;
8 Brannigan, O.; Buckley, M.; Calvet, L.; Carey, R.; Carrellas, P.;
9 Clark, V.; DelaCruz, J.; DellaPina, M.; Eleyinafe, O.;
10 Feinerman, R.; Felíz, O.; Fernández, R.; Gálvez, A.; Genao, D.;
11 Gil, M.; Greenberg, J.; Haghightat, E.; Harcourt-Smith, W.;
12 Hattori, T.; Holloway, J.; Huynh, M.; Jacobson, B.; Jafari, M.;
13 Jervis, J.; Machado, E.; Magdaleno, J.; Marianetti, M.; Markens, S.;
14 Martín, O.; Matthews, E.; Maybee, J.; Mitchell, S.;
15 Morrobel-Sosa, A.; Nadeem, S.; Obaro-Best, O.; O'Connor, N.;
16 O'Hanlon, T.; Olivencia, M.; Ortíz, N.; Pettipiece, D.; Paljevic, L.;
17 Prince, P.; Rambarran, R.; Rice, A.; Sailor, K.; Schlesinger, K.;
18 Tananbaum, D.; Townsend, J.; Troy, R.; Valentine, R.; Waring, E.;
19 Washington, E.; Wilder, E.; Williams-Gray, B.; Zucchetto, V.

21 **Senators Absent:** Adebayo, A.; Alli, T.; Ametam, F.; Arredondo, G.; Barry, M.;
22 Bayne, G.; Bell, M.; Bergmann, R.; Choudhary, A.; Deas, M.;
23 DelaCruz, J.; Dellapina, M.; Delevan, C.; Dobson, C.; Farrell, R.;
24 Fayne, H.; Fayne, H.; Francis, A.; Frimpong, R.; George, J.;
25 Georges, A.; Gerry, C.; Gooden, L.; Gross, C.;Kabat, D.;
26 Kayaalp, O.; Lora, J.; Mazza, C.; Morales, L.; Moran, G.;
27 Morones, L.; Onyedum, J.; Pollard, R.; Rachlin, J.;
28 Rivera-McCutchen, R.; Rubio, S.; Schwartz G.; Tal, M.;
29 Williams-Wallen, D.

31
32 The meeting was called to order by President Ricardo R. Fernández at 3:40 p.m.

33
34 **1. Approval of the Minutes**

35 A motion was made and seconded to adopt the minutes of the Senate meeting of November
36 14, 2012. The minutes were approved with an amendment to line 79 as follows: "None of the
37 Pathways structure listed on the website have been approved by the Lehman College Senate."
38

39 **2. Announcements and Communications—**

40 a. President Ricardo R. Fernández reported that on December 11th, a five-person CUNY
41 team testified before various committees of the City Council. There was a joint effort among

42 the Committee on Higher Education, the Committee on Civil Rights and the Committee on
43 Women's Issues to address student diversity. Executive Vice Chancellor Alexandra Logue
44 and Vice Chancellor of Student Affairs Frank Sánchez addressed the committees. Vice
45 Chancellor Sánchez spoke about various student assistance programs. Associate Dean of
46 Academic Affairs Sheryl Williams spoke about the SEEK Program. Hostos Community
47 College President Félix Matos Rodríguez addressed community college issue and President
48 Fernández, representing the senior colleges, provided an overview of undergraduate
49 enrollment. President Fernández spoke to the decrease in first-time freshmen enrollment since
50 2009 and the significant increase in transfers. Since 2008, overall enrollment has not varied,
51 hence it balances out. The testimony focused on events and initiatives to bring in more
52 prepared freshmen from the high schools. The reality is that many New York City high school
53 students are not prepared for senior college. These students start their academic journey at a
54 community college and then transfer after graduation. Data shows that their chances of
55 success improve when they earn an associate degree before transferring to a senior college.
56 The testimony will be available on the Lehman College website soon.

57

58 **b. Student Legislative Assembly—**

59 Mr. Michael Olivencia, chair of the Student Legislative Assembly, presented the report. See
60 Attachment I.

61

62 **3. REPORTS OF THE STANDING COMMITTEES**

63 **a. Graduate Studies—**

64 1. Prof. Janet DeSimone presented proposals from the Department of Biological Sciences;
65 from the Department of Health Sciences; from the Department of Mathematics and
66 Computer Science; Department of Department of Music. Prof. DeSimone also presented an
67 experimental course in the Department of Middle and High School Education. The proposals
68 were moved and approved. See Attachment II.

69 2. The next meeting is February 6, 2013.

70

71 **b. Governance Committee—**

72 1. Professor Duane Tananbaum reported that at the Governance Committee's November 28th
73 meeting, Prof. Stefanie Havelka, Library, was nominated to replace Prof. James Carney on the

74 Library, Technology and Telecommunications Committee through May 2013. Prof.
75 Havelka's nomination was moved, seconded and approved.

76 2. The Governance Committee will meet on January 16 at 11 a.m.in Carman Hall, Room 201.

77

78 **c. Committee on Admissions, Evaluations and Academic Standards—**

79 1. Prof. Anne Rice presented the list of undergraduate and graduate candidates for graduation
80 in January 2013. The list was unanimously approved pending final verification by the
81 Registrar.

82 2. Prof. Rice then presented the Fresh Start Program for approval. She explained:

83 "A Fresh Start Program offers eligible students forgiveness of their initial record at the college
84 after an extended absence or successful completion of credits at another institution. It is a
85 selective program used to aid in the retention and progression of students in that it offers
86 students an incentive to return to their home institution and the feasibility of successfully
87 completing their degree. Without such a policy in place, students who are ready to return and
88 committed to succeeding academically may choose to attend another institution where their
89 Lehman grades will not count and their GPA will start anew. Implementing a Fresh Start
90 Program at Lehman would remove the disadvantage of being weighed down by the previously
91 earned GPA, thereby allowing students the opportunity to return to Lehman College and
92 graduate with a record that is representative of their current academic potential."

93 Discussion followed.

94 3. Ms. Lisa Moelem, of the Academic Advisement Office, was granted floor rights to explain
95 the specifics of the Fresh Start Proposal. See Attachment III. Discussion followed. The
96 proposal was moved, seconded and approved with the following change: "Fresh Start
97 participants must comply with all residency requirements for the college, which stipulate the
98 completion of at least 30 credits of coursework at Lehman following their acceptance to the
99 program, including at least half the number of credits in the student's major and half in the
100 minor or half of the credits in an interdisciplinary program."

101 4. The next meeting will be on February 1 at 2 p.m. at a location to be determined.

102

103 **d. Undergraduate Curriculum—**

104 1. Prof. Jacobson began her report with a correction to the 16-credit Interdisciplinary Minor
105 in Quantitative Systems Biology proposal: in degree requirements, instead of "if you are a

106 Biology or *Biochemistry* major...,” the text changed to: “Biology or *Chemistry* major...” Prof.
107 Tananbaum moved that the following sentence be removed from the AAS 226 and AAS 228
108 proposals’ rationale in the Department of African and African American Studies: “*Removing*
109 *departmental permission also allows the Department to maximize its offerings in the*
110 *College’s Flexible Core (which does not allow courses to have prerequisites.)*” He also
111 moved that the term “*a core course*” be stricken from the experimental MAT 126 course
112 proposals’ rationale. Professor Jacobson presented the proposals from the Department of
113 African and African American Studies; from the Department of Biological Sciences **and** the
114 Department of Mathematics and Computer Science; from the Department of Health Sciences;
115 from the Department of Latin American, Latino and Puerto Rican Studies; from the
116 Undergraduate Committee on General Education. The proposals were approved with the
117 changes indicated above. See attachment IV.

118 3. The Undergraduate Curriculum Committee meeting will take place on February 6 at 12:30
119 p.m. in Carman 263. There will also be an ad hoc meeting in February 2013.

120
121 **e. Academic Freedom—**

- 122 1. Prof. Mario González-Corzo stated that there is no report.
- 123 2. The next meeting is sometime in February 2013.

124
125 **f. Library, Technology and Communications—**

- 126 1. Prof. James Carney stated that in late November, the Tech IT Conference took place with
127 Lehman College being well represented. There was some discussion about training for online
128 education. He encouraged attendance at the next conference.
- 129 2. The Library Satellite Help Desk will be in place by Spring 2013. Students will be able to
130 receive IT assistance without having to go to Carman Hall.
- 131 3. This is the time to consider technology fees. Instructors and departments can use the tech
132 fee to bolster their technology resources. Tech fee requests should be sent to directors the first
133 week in February, followed by submission to the deans and then to the Tech Fee Committee
134 in late February.
- 135 4. Prof. Carney stated that this is his final report as Committee chair and thanked all those
136 who supported him during his tenure.

137

138 **g. Campus Life and Facilities—**

139 1. In the absence of Prof. Deborah Sanders, President Fernández stated that there is no report.

140

141 **h. Budget and Long Range Planning—**

142 1. Prof. Hai-Ping Cheng reported on the outcome of the Committee's December 5th meeting.

143 He reviewed the Lehman College budget. Prof. Cheng indicated that due to low enrollment in

144 the fall semester, Lehman College came up \$1 million short. At the moment, the College is

145 relying on delaying the hiring of 41 non-teaching positions to fill in the gap. Hopefully

146 enrollment will increase in the spring. The OTPS budget will remain the same. Energy

147 consumption is on target. Also discussed at the meeting was the hiring of lecturers versus

148 assistant professors. Academic departments receiving a share of the summer and winter

149 sessions revenue was also mentioned.

150 2. The next Committee meeting is on February 27 at 3:30 p.m. in Shuster 336.

151

152 **i. University Faculty Senate Report—**

153 1. In the absence of Prof. Peter Alexanderson, Prof. Mine Doyran presented the report. She

154 stated that on December 4th, Chancellor Matthew Goldstein discussed the CUNY-wide

155 response to Hurricane Sandy. Many CUNY institutions served as shelters and CUNY played

156 a large role in assisting the public during the storm.

157 2. Chancellor Goldstein will be participating in the NYC Regional Development Council,

158 along with Governor Andrew Cuomo. This council is taking a leadership role in education

159 reform, teacher preparation, funding, and will help create input for the Governor's State of the

160 State Address. The Council will begin addressing the chronic shortage of STEM (Science,

161 Technology, Engineering, and Math) majors in academia. This will become a national

162 security problem and is an important emerging issue. The Chancellor stated his views

163 regarding the Pathways initiative, and suggested that any moratorium resolution was

164 inadvisable.

165 3. The last order of business was the proposed "Resolution calling for a review of and

166 moratorium on Pathways." This resolution was discussed briefly and passed the University

167 Faculty Senate on a voice vote as follows: 63 yes, 3 opposed and 2 abstentions.

168

169 **Old Business—None.**

170 **New Business—**

171 Prof. Anne Rice presented the list of undergraduate and graduate candidates for January 2013
172 graduation during the CAEAS report.

173 **ADJOURNMENT**

174 Since President Fernández had to depart early, Professor Duane Tananbaum adjourned the
175 meeting. The meeting was adjourned at 5:01 p.m.

176

177

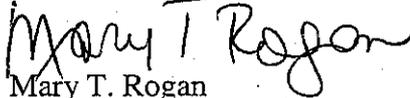
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Respectfully submitted,


Mary T. Rogan



**CUNY Lehman College
The Student Government Association (S.G.A.)
College Senate Meeting
Wednesday, December 12th, 2012**

**Officer: Michael Olivencia, Vice-President of Legislative Affairs
Date Submitted: Wednesday, December 12th, 2012**

1. Announcements and General Updates:

a. Thanksgiving Dinner:

- i. VPLA Olivencia served volunteered for both sessions of the event.
- ii. Assisted Officer Rondon and SLA Secretary Genao in the organization and supervision of groups and tasks.

b. Bronx is Blooming:

- i. Volunteered along with Senators Obaro-Best and Rambarran for the park, clean-up community service project **Bronx is Blooming**.

c. Joint Initiative "Keep Your Campus Green"

- i. Proposed by SLA to the Executive board
- ii. Date week of the 22nd o April 2013
- iii. Idea is to get students proactive in keeping our campus and neighborhood clean and beautiful.
- iv. Collaborate with CCD the governing body over the clubs.
- v. Senators on the Committee for Campus Life and Facilities will work in tandem with the SGA's Facilities and Planning Officer to spearhead the development and organization of this.

d. High School Outreach

- i. Vice-Chair Oswald Feliz presented the idea to have the SGA act as ambassadors and volunteer time to assist Lehman College in reaching out to local high school students to encourage enrolling here.
 1. LSP and MHC recently held an Open House which the SGA President attended in hopes of persuading high school seniors to apply to Lehman and join the LSP and MHC programs.
- ii. We will be organizing groups and looking to join outreach initiatives by the college as a way to give back

Best Regards,
Michael Olivencia
Vice-President Legislative Affairs

The Fresh Start Program

Lehigh Valley College Seniors

Fall 2012

The Fresh Start Program

- What is a Fresh Start Program?
- What is the rationale for such a program?
- How did we come up with our proposal?

The Proposal

- Eligible candidates
- The selection process
- Benefits of the program
- Fine print

A Fresh Start Candidate

TRANSFER CREDIT INFORMATION

BROWNE CC CURRY

START: 09/2008 END: 01/2011

SPRING 1986 B C-1 1-000 CRED GR
 MSH 114 INTRO TO MUSIC 1 3.0 WU
 PSY 166 GENERAL PSYCHOLOGY 3.0 WU
 TERM CREDITS 0.0 GPA 0.000

SUMMER 1986 D C-1 1-000 CRED GR
 PSY 166 GENERAL PSYCHOLOGY 3.0 F /
 ART 170 INTRO CULTURAL ANTHRO 3.0 WU
 TERM CREDITS 0.0 GPA 0.000

FALL 1986 D C-1 1-000 CRED GR
 SPV 101 INTRO-AMER SIGR LANG 3.0 W
 COR 100 HUMANITIES (CORE) 3.0 B+
 AST 116 STELLAR ASTRONOMY 3.0 C
 ITA 105 ELEMENTARY ITALIAN 1 3.0 WU
 TERM CREDITS 6.0 GPA 1.766

CUMULATIVE CREDITS 6.0 GPA 0.757

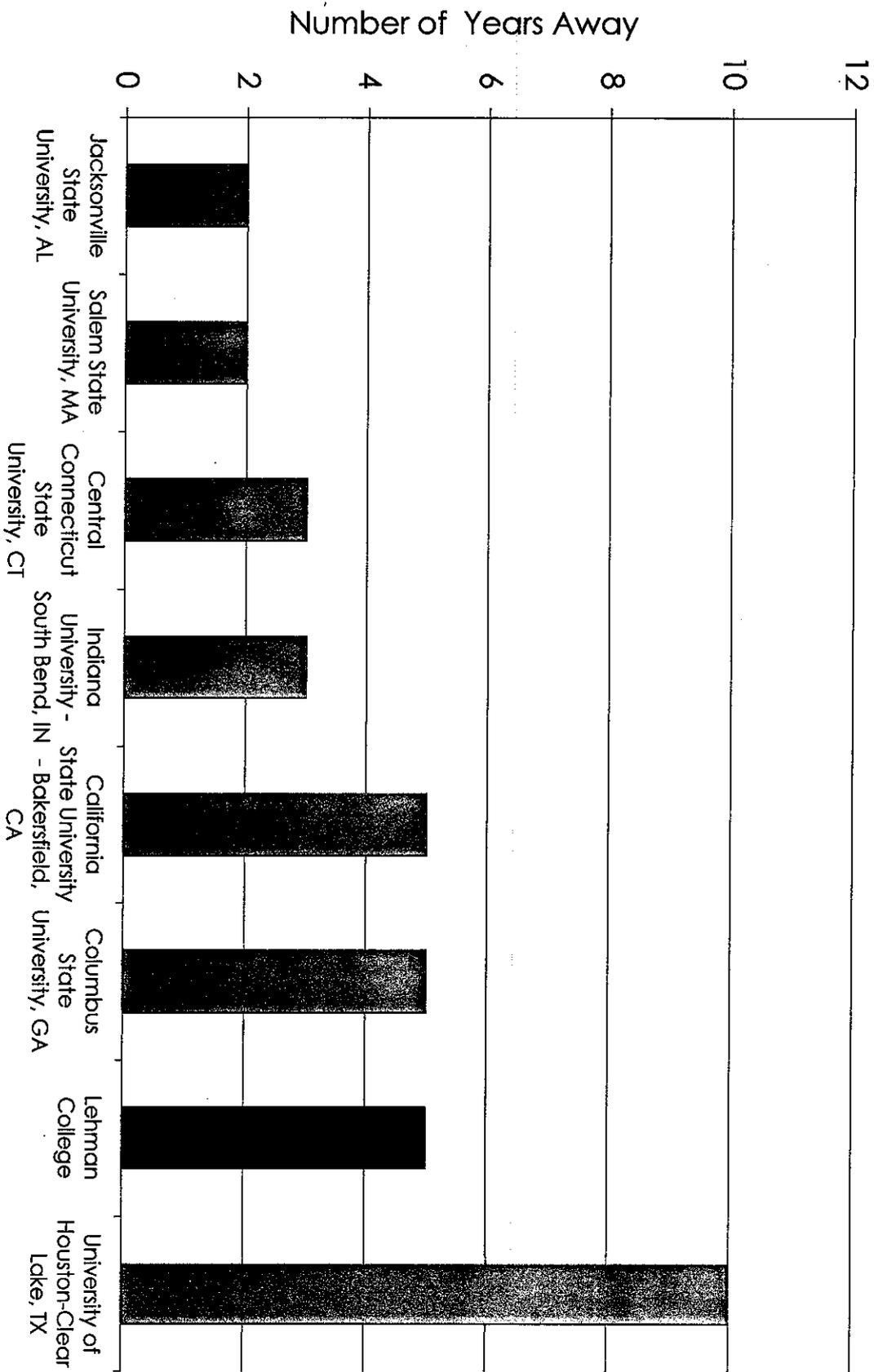
*****TRANSCRIPT COMMENTS*****
 MERITIS UPDATE 00/00/0000
 CPE REQUIREMENT PURSUELD
 CPE PASS WITH DISTINCTION

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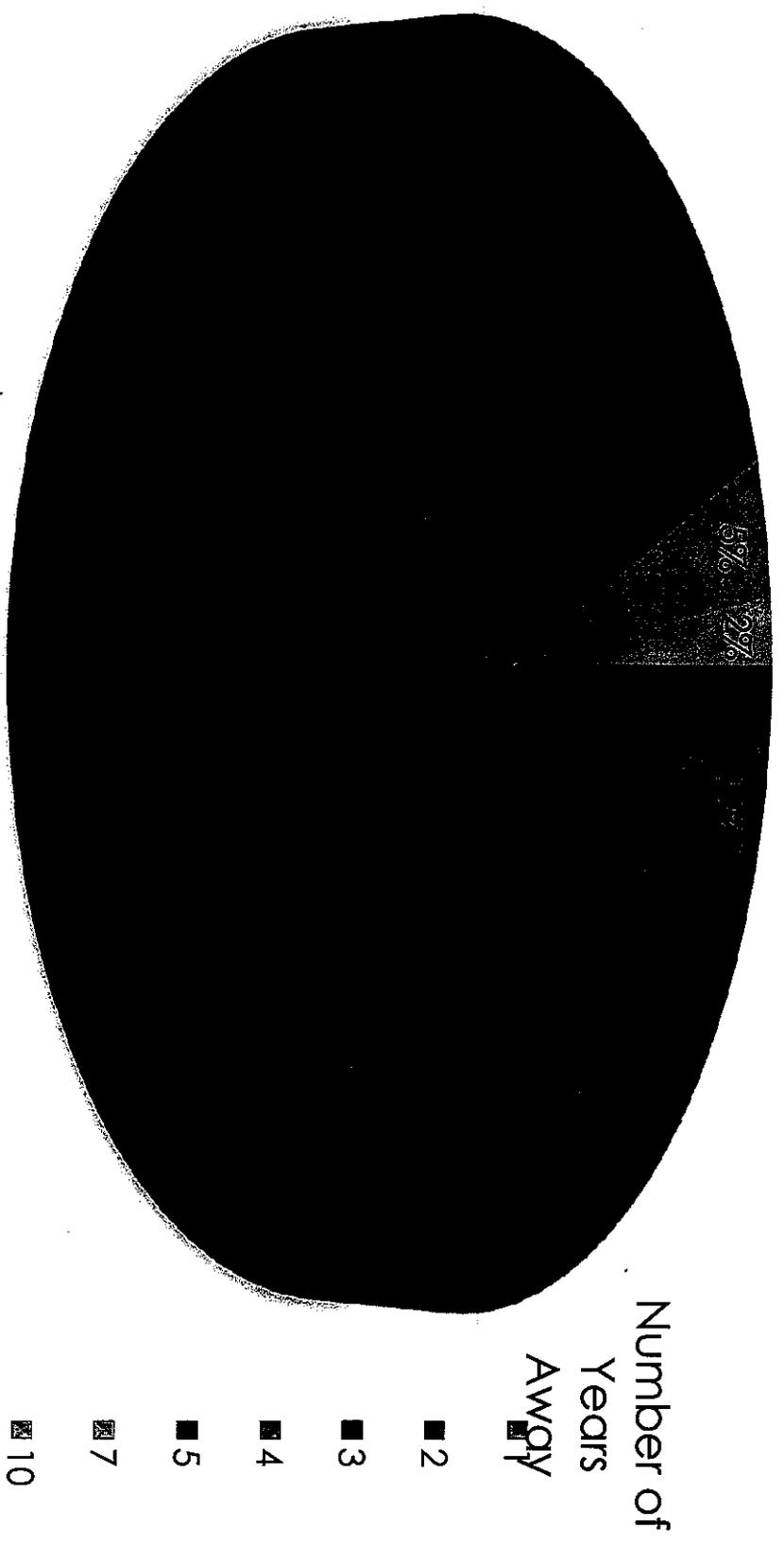
Other Fresh Start Programs Around the Country

Austin Peay State University, TN	SUNY Orange, NY
Baker College, MI	SUNY Ulster, NY
*California State University, CA	Tennessee State University, TN
*Central Connecticut State University, CT	Tennessee Tech University, TN
College of Southern Nevada, NV	*Texas university system, TX
Colorado State University, CO	Trident Technical College, SC
Delta College, MI	University of Arizona, AZ
East Tennessee State University, TN	University of Cincinnati, OH
*Indiana University - South Bend, IN	University of Florida, FL
Iowa State University, IA	University of Kentucky, College of Education, KY
*Jacksonville State University, AL	University of Louisville, KY
Kansas State University, KS	University of Mary Washington, VA
Louisiana Technical University, LA	University of Massachusetts Lowell, MA
Midlands Technical College, SC	University of Memphis, TN
Mississippi Valley State University, MS	University of Miami, FL
Northwestern State University of Louisiana, LA	University of Missouri, MO
Penn State University, PA	University of New Mexico, NM
Plymouth State University, NH	University of North Carolina - Greensboro, NC
Purdue University, IN	University of South Alabama, AL
Russell Sage College, NY	University of South Florida, FL
*Salem State University, MA	*University System of Georgia, GA
SUNY Buffalo, NY	Utah State University, UT
SUNY Jefferson Community College, NY	Western Connecticut State University, CT
SUNY Nassau Community College, NY	Willington College, OH
SUNY Niagara County Community College, NY	York Technical College, SC

How Does Lehman Stack Up?



Comparison of Minimum 'Stay Away' Requirements

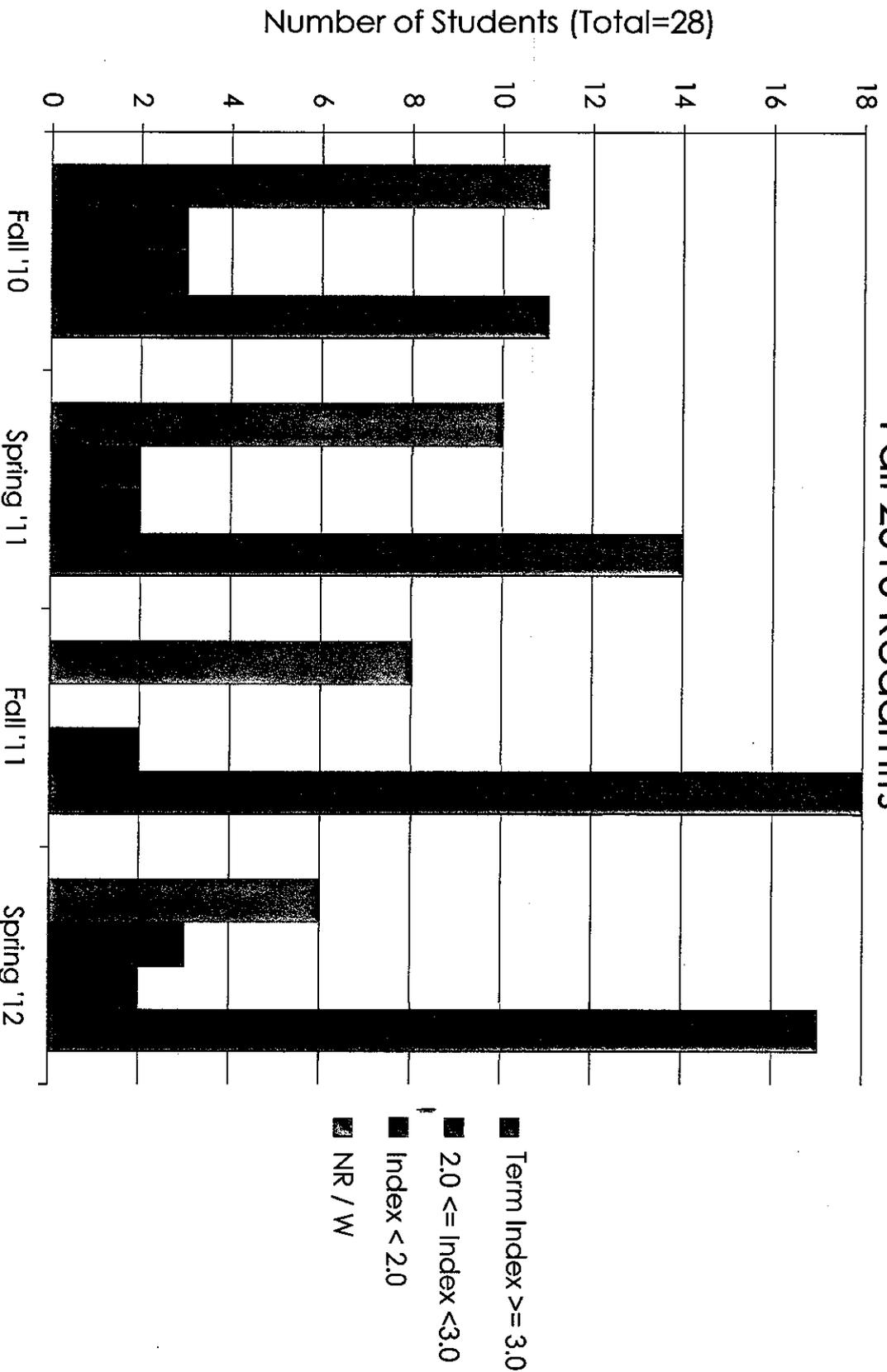


What Sets Our Program Apart?

- Also applicable to transfer students
- Program is limited to students who earned no more than 45 credits initially
- All previously earned grades remain visible on the transcript
- All grades are removed from GPA calculation
- Students sign a contract that mandates utilization of support services

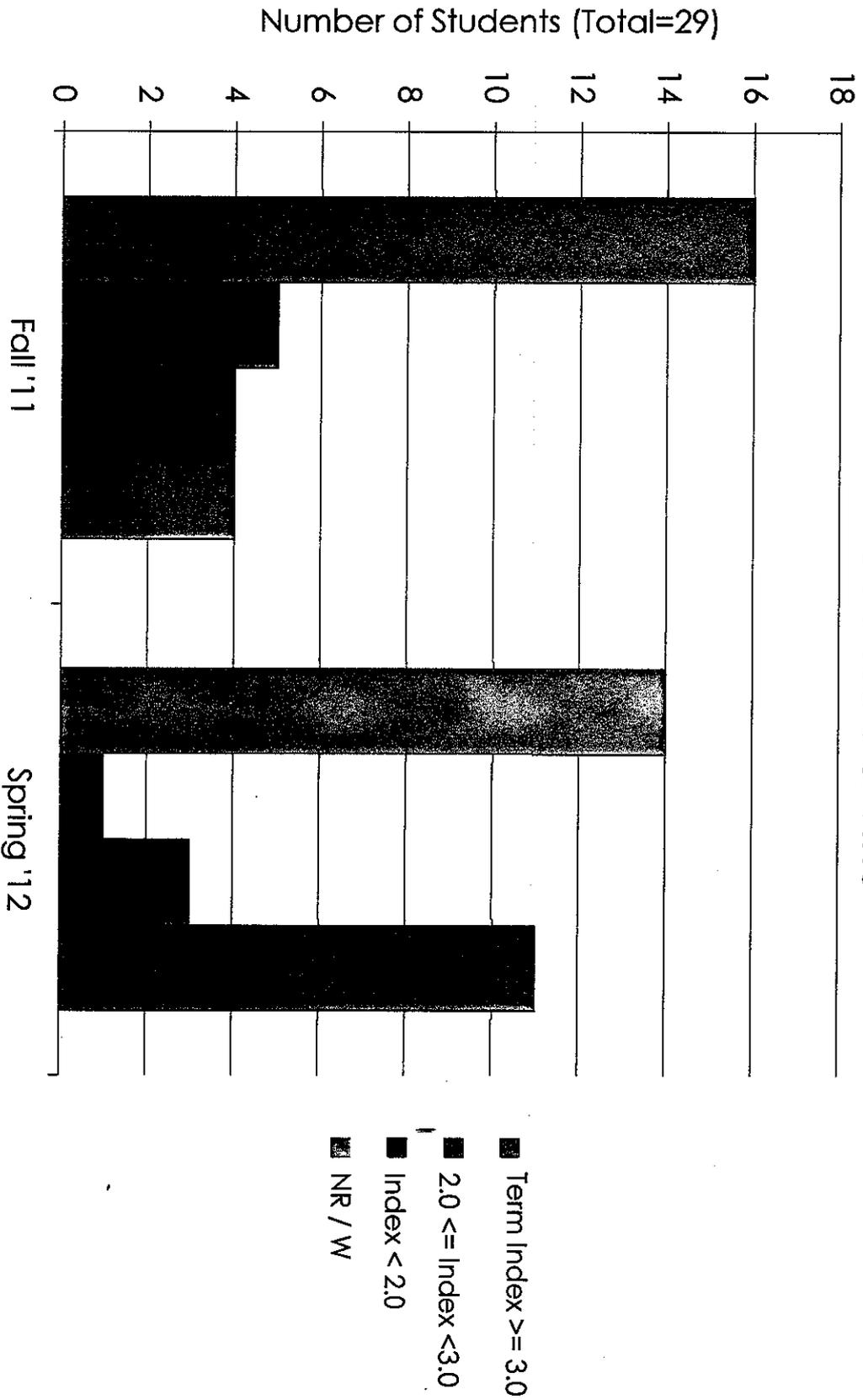
A Look at the Target Population

Fall 2010 Readmits



A Look at the Target Population

Fall 2011 Readmits



Attachment II-11

Questions and Discussion

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

Attachment III-1

DEPARTMENT OF BIOLOGY

CURRICULUM CHANGE

1. **Type of change:** New course
2. **Course Description:** **BIO 599: Studies in Biology. 4 hours, 4 credits.**
Advanced, in-depth study and research of a specialized topic in Biology that is not covered by existing courses. (May be elected for a maximum of 8 credits.) PREREQ: Approval of the Departmental Graduate Advisor.
3. **Rationale:** BIO 599 is being created to facilitate the study of varied topics in the biology field. This course will provide the student greater flexibility in course scheduling by addressing the need of students wanting to take a course at other campuses. This course can be used for transfer credit and for e-permit courses for which there is no Lehman Graduate Biology equivalent.
4. **Learning Objectives:**
 - Demonstrate their knowledge of and skills in a specialized area in biology.
 - Show competency in a more focused topic that is typically not offered by existing graduate courses in biology at Lehman College.
5. **Date of Biological Sciences Department Approval:** October 17, 2012

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
Department of Health Sciences
Curriculum Change**

Attachment III-2

1. **Type of Change:** Change in Departmental Permission.

2. **From:**

HEA 670: Field Experience in Health Education. 10 hours, 3 credits.

Supervised field experience in an agency offering health education/health promotion programs. PREREQ: Completion of 15 graduate credits in health education.

3. **To:**

HEA 670: Field Experience in Health Education. 10 hours, 3 credits.

Supervised field experience in an agency offering health education/health promotion programs. PREREQ: Completion of 15 graduate credits in health education. Subject to Departmental permission. Students currently employed in the field of health education may take a HEA elective in lieu of HEA 670.

4. **Rationale (Explain how this change is expected to fulfill the learning goals and objectives of the Department and major/program).**

Students who are currently working in the field of health education would not significantly benefit academically from taking HEA 670. These students, with Departmental permission, can take a HEA elective in lieu of HEA 670 which would provide them the opportunity to deepen subject-related knowledge and skills while maintaining their position of employment in the field.

5. **Date of departmental approval: 10/24/12**

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

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

Hegis # 1701.01
Program Code 02652

1. **Type of Change:** M.A. Degree Requirements
2. **From:** Master of Arts Program [for Secondary School Teachers of] Mathematics

The Department of Mathematics and Computer Science offers courses designed to meet the needs of students [in the Program for Secondary School Teachers of Mathematics.]

Admission Requirements

- [B]achelor's degree (or its equivalent) from an accredited college or university.
- [D]emonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in the teaching specialization is required.)
- [Have completed the appropriate number of credits in approved courses in the relevant academic specialization, plus 12 credits in secondary education courses and one semester of student teaching (or its equivalent).]
- [Satisfy appropriate voice, speech, and health standards.]
- [If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, starting in the first semester and finishing in no more than three consecutive semesters.]
- [T]wo letters of recommendation.

Degree Requirements

[Students in this program are required to complete from 21 to 24 credits in mathematics, as well as 6 to 9 credits in middle and high school education. Candidates for the degree are required to pass a comprehensive examination based on four courses, including at least one course each in algebra, analysis, and geometry.]

3. To: Master of Arts Program in Mathematics & Instruction

The Department of Mathematics and Computer Science offers courses designed to meet the needs of students who are interested in increasing their skills in mathematics and teaching. This program is a master's program leading to New York State professional certification, developed for those holding New York State initial teacher certification in mathematics, grades 7-12.

Admission Requirements

An applicant must

- hold a bachelor's degree (or its equivalent) from an accredited college or university.
- have initial New York State Teacher Certification in Mathematics Education, Grades 7 – 12.
- demonstrate the ability to successfully pursue graduate study. (Above-average academic achievement in general and in the teaching specialization is required.)
- have completed a 3-4 credit course in vector calculus, a 3-4 credit course in linear algebra and a 3-4 credit course in discrete mathematics. The required math prerequisites should have an average of B- or above.
- have completed or be in the process of completing one year of supervised teaching and two or more years of teaching in content area.
- provide two letters of recommendation.

Degree Requirements

- 21-24 credits in MAT 600 courses and above including MAT 601 (Secondary School Mathematics from an Advanced Standpoint) and at least one course in each mathematical area: Analysis, Algebra, & Geometry
- 9 credits from School of Education with a GPA of B or better:
ESC 740: Teaching Math, Grades 7-10
ESC 748: Teaching Problem Solving in Mathematics in Middle and High School
ESC 749: Teaching Math in Grades 11 and 12
- Comprehensive exams based on 4 mathematics courses (3-4 credits each)

4. Rationale:

The program adjustments reflect instituted NY State certification requirements. The program was originally registered with the state as leading to permanent certification, which no longer exists. Additionally, the update includes a modified prerequisite list that will be required of prospective students in order to be eligible for the program

The department agrees and commits to working with the School of Education to submit a program report to their national accrediting body, NCATE. The department would be responsible for aligning courses to NCATE and NCTM standards; creating a specified number of program assessments and rubrics; collecting and analyzing data for each assessment; writing the program report by the appropriate deadline; and abiding by any other requirements that NCATE has for accredited education or education-related programs.

Date of Math/CS departmental approval: October 26, 2011

Date of MHSE departmental approval: November 8, 2012

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

Attachment III-5

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

1. Type of change: New Course

2. Course Description:

ESC 727: Teaching English as a Second Language (PreK to Grade 6). 3 hrs, 3 crs. Methods and materials for developing academic language and content literacy skills for PreK-grade 6 English language learners. Role of family, home language, cultural and community orientation, and prior schooling; standards-based curriculum development and assessment; use of relevant technology; instructional strategies; inclusion of students from diverse language backgrounds and students with disabilities. Includes field experience. PREREQ: Permission of TESOL adviser.

3. Rationale:

The M.S. Ed. TESOL program prepares candidates for a PreK-grade 12 certification. Prior to 2001, our methods classes encompassed PreK-grade 12, but when we split our methods classes into PreK-6 and 7-12 grade levels, we began using EDE 727, offered by the Department of Early Childhood and Childhood Education. We are proposing our own PreK-grade 6 methods class (ESC 727) to facilitate accreditation data collection, planning and assessment.

4. Learning Objectives/Assessment Strategies (Please explain how this course is expected to fulfill the learning goals and objectives of the department and major/program).

- a. Apply knowledge of second-language acquisition theory and research-based instructional strategies to planning, implementing, and assessing standards-based language and content instruction for PreK-grade 6 English language learners (ELLs) at all levels of literacy development.
- b. Demonstrate ability to plan inclusive standards-based content and language instruction for special needs ESL populations, PreK-grade 6.
- c. Apply knowledge of the influences of culture, home, and community to creating successful language learning experiences and supporting academic achievement for PreK-grade 6 ELLs.
- d. Incorporate activities that develop authentic uses of language and content, appropriate to age and developmental level of children.
- e. Develop standards-based listening/speaking and reading/writing skills for a variety of academic and social purposes.

- f. Be familiar with a variety of culturally appropriate materials and other resources for language and content learning, including books, technology, visual aids, props, and realia appropriate for PreK-grade 6 ELLs.
- g. Demonstrate understanding of the purposes of assessment related to ELLs and the ability to use results appropriately; develop and employ a variety of assessments of language and content learning for different proficiency levels; use standardized assessment results to inform instruction.
- h. Demonstrate knowledge of effective models of academic support for PreK-grade 6 ELLs in the areas of curriculum, school organization, teacher collaboration, and community involvement
- i. Demonstrate the ability to self-assess one's own impact as a teacher and improve future teaching and learning, using data from a variety of assessments.

5. Date of Departmental Approval: October 4, 2012

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

Attachment III-7

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

Hegis # 0832.00
Program Code 25824

1. **Type of Change:** Description, M.A.T. Degree Requirements
2. **From:** M.A.T. Program in Applied Music and Music Teaching

The combined [m]aster's [d]egree in [a]ppplied [m]usic and [m]usic [t]eaching offers [a student with a bachelor's degree who already has] developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching options. The [p]rogram is designed to prepare students for K-12 certification for full- or part-time public school careers. Students are supervised in their fieldwork and student teaching by faculty[,] members in the [d]epartment[s] of Music [, Early Childhood and Childhood Education, and Middle and High School education]: Counseling is provided by the Graduate Advisers or Coordinators of the [three departments].

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from [a recognized] institution.
- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and [in] music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Music Department at 718-960-8247.
- Have taken the following courses or their equivalents: Music Theory (12 credits); Form and Analysis (including symphony and concerto) (3 credits); and [courses in Music History covering the major periods from 1600 to the present (12 credits)]. Deficiencies must be made up for no credit.
- Demonstrate, by examination[s], proficiency in music theory and history.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.

Degree Requirements

The program requires a minimum of 39-42 credits, including 18 credits in Music and 21-24 credits in Education, as follows:

In Music: With the approval of a graduate adviser, 18 credits will be chosen from the following: MSH 700 (3), MSH 750 (6); MST 710 (3), MST 712 (3), MST 750 (3); MSP 722 (1), MSP 723 (1), MSP 724 (1), MSP 750 (3).

In Education: 21-24 credits will be chosen from the following: ESC 501 (3), *ESC 506 (3) or *EDS 701 (3) or the equivalent, ESC 529 (3), ESC 595 ([3]) or ESC 596 ([6]), ESC 733 (3), ESC 785 (3), EDE 755 (3).

* [Fall 2011 admittees]

3. To: M.A.T. Program in Applied Music and Music Teaching

The combined Master's Degree in Applied Music and Music Teaching offers students who have already earned a bachelor's degree and developed a professional level of performance ability the opportunity to continue serious study in music while simultaneously developing teaching options. The Program is designed to prepare students for the K-12 certification required for full- or part-time public school careers. Students are supervised in their fieldwork and student teaching by faculty members in the Department of Music. Counseling is provided by the Graduate Advisers or Coordinators of the Department of Music and/or the School of Education.

Admission Requirements

To be admitted to the program, candidates must meet the following requirements:

- Have earned a bachelor's degree in music from an accredited institution.
- Demonstrate the ability to successfully pursue graduate study. Above-average academic achievement in general and music courses is required.
- Demonstrate, by audition, a professional level of performing ability. Auditions may be arranged by calling the Music Department at 718-960-8247.
- Have taken the following undergraduate courses or their equivalents: Music Theory (12 credits); Form and Analysis (including symphony and concerto) (3 credits); and at least 12 credits in Music History. Deficiencies must be made up for no credit toward the M.A.T.
- Demonstrate, by examination, proficiency in music theory and history.
- If conditionally admitted, make up not more than 12 credits of specified undergraduate coursework, finishing in no more than three consecutive semesters.

Degree Requirements

The program requires a minimum of 39-42 credits, including 18 credits in Music and 21-24 credits in Education, as follows:

In Music: With the approval of a graduate adviser, 18 credits will be chosen from the following: MSH 700 (3), MSH 750 (6), MST 710 (3), MST 712 (3), MST 750 (3); MSP 722 (1), MSP 723 (1), MSP 724 (1), MSP 750 (3).

In Education: 21-24 credits will be chosen from the following: ESC 501 (3), *ESC 506 (3) or *EDS 701 (3) or the equivalent, ESC 529 (3), **ESC 595 (2) with **ESC 611 (1) or **ESC 596 (3) with **ESC 612 (3), ESC 733 (3), ESC 785 (3), EDE 755 (3).

* For students admitted in or after Fall 2011

** Effective Spring 2013

4. Rationale: MAT program description and Education credit hours both require minor adjustments to reflect current Program and Course offerings.

The change from era-specific periodization to "Music History" amends the Admissions Requirements to reflect current Departmental practice.

The 21-24 range of credits in Education reflects the fact that some of the Department's students complete the student teaching (6 credits total), while others are employed teachers already and are only required to complete the internship (3 credits).

ESC 595 formerly housed a seminar component that is now separated out into its own course, ESC 611; similarly, ESC 596 formerly housed the seminar component that is now separated out into its own course, ESC 612. ESC 595 is a 1-3-credit Internship in Classroom Teaching that the Department has set at two credits to maintain the existing number of credits required for the M.A.T. degree.

Minor copy-editing changes throughout.

Lastly, the department agrees and commits to working with the School of Education to submit a program report to their national accrediting body, NCATE. The department agrees and commits to working with the School of Education to submit any required program reports to NCATE. The department would be responsible for aligning courses to any relevant NCATE standards; creating appropriate assessments and rubrics; collecting and analyzing data from the assessments; writing any required program reports by the appropriate deadline; and abiding by any other requirements that NCATE has for accredited education or education-related programs.

5. Date of Music Department Approval: September 6, 2012
Date of Middle and High School Education Department Approval:
 October 4, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Attachment III-10

DEPARTMENT OF MUSIC

CURRICULUM CHANGE

1. **Type of change:** Credit hours
2. **From:** MSH 750: **Special Topics in Music History.** 3 hours, 3 credits. Topics vary from semester to semester. PREREQ: Consent of Department.
3. **To:** MSH 750: **Special Topics in Music History.** 3 hours, 3 credits (maximum 6 credits). Topics vary from semester to semester. PREREQ: Consent of Department.
4. **Rationale:** The Department has made explicit its requirement that students take MSH 750 twice for a total of six credits to prevent clerical confusion during CUNYfirst registration.
5. **Date of Music Department Approval:** September 6, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF AFRICAN AND AFRICAN AMERICAN STUDIES

CURRICULUM CHANGE

Attachment IV-1

1. **Type of change:** Prerequisites
2. **From:** AAS 226: **Community Organization.** 3 hours, 3 credits. The structure of the inner city. Analysis of community needs and resources—health, housing, recreation, and neighborhood projects in urban areas. The organization of community action projects within a theoretical framework for understanding and applying models of community control. [PREREQ: Departmental permission.]
3. **To:** AAS 226: **Community Organization.** 3 hours, 3 credits. The structure of the inner city. Analysis of community needs and resources- health, housing, recreation, and neighborhood projects in urban areas. The organization of community action projects within a theoretical framework for understanding and applying models of community control.
4. **Rationale:** Removing the prerequisite of departmental permission brings AAS 226 in line with all other 200-level AAS courses, none of which have prerequisites. ~~Removing departmental permission also allows the Department to maximize its offerings in the College's Flexible Core (which does not allow courses to have prerequisites).~~
5. **Date of African and African-American Studies Department Approval:**
September 5, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF AFRICAN AND AFRICAN AMERICAN STUDIES
INTERDISCIPLINARY PROGRAM IN WOMEN'S STUDIES

Attachment IV-2

CURRICULUM CHANGE

1. **Type of change:** Prerequisites
2. **From:** AAS (WST) 228: **The African-American Family.** 3 hours, 3 credits. A course examining the African-American family from slavery to the present. The family organization arising from the social structure of slavery. Current characteristics of the African-American family and possible suggestions for the improvement of the social structure of African-American families. [PREREQ: Six credits in either AAS or an appropriate field.]
3. **To:** AAS (WST) 228: **The African-American Family.** 3 hours, 3 credits. A course examining the African-American family from enslavement to the present day. Family organization arising from the social structure of enslavement. Current characteristics of the African-American family and possible suggestions for the improvement of the social structure of African-American families.
4. **Rationale:** Removing the prerequisite of departmental permission brings AAS (WST) 228 in line with all other 200-level AAS courses, none of which have prerequisites. ~~Removing departmental permission also allows the Department to maximize its offerings in the College's Flexible Core (which does not allow courses to have prerequisites).~~
5. **Date of African and African-American Studies Department Approval:**
September 5, 2012
Date of Interdisciplinary Program in Women's Studies Approval:
September 5, 2012

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF AFRICAN AND AFRICAN AMERICAN STUDIES**

CURRICULUM CHANGE

Attachment IV-3

1. **Type of change:** Prerequisites
2. **From:** **AAS 390: Research Methods.** 3 hours, 3 credits. Interdisciplinary research in African and African American Studies. PREREQ: Departmental Permission.
7. **To:** **AAS 390: Research Methods.** 3 hours, 3 credits. Interdisciplinary research in African and African American Studies. PREREQ: 60 college credits and Departmental permission.
4. **Rationale:** The addition of credit hours to the prerequisites ensures that students who undertake serious research have completed most or all of their pre-major requirements. Retaining Departmental permission guarantees that the course will be taken by AAAS majors only.
5. **Date of African and African-American Studies Department Approval:**
September 5, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

1. Type of change: New Interdisciplinary Minor

2. Program Description: 16- Credit Interdisciplinary Minor in Quantitative Systems Biology.

Coordinator: Liesl Jones (Associate Professor and Chair Department Biological Sciences)

Steering Committee: Stephen Redenti (Assistant Professor Biological Sciences), Nancy Griffith (Professor Department Mathematics and Computer Science) Katherine St. John (Professor Mathematics and Computer Science), Liesl Jones (Associate Professor and Chair Department Biological Sciences) and Gustavo Lopez (Professor and acting Chair Department of Chemistry)

The new minor will engage students across several departments within the School of Natural and Social Sciences in the area of Quantitative Systems Biology involving computer modeling. The minor is very focused and will provide valuable training for students in computer and mathematical modeling of complex biological systems. The minor will be jointly housed between the Department of Biological Sciences and the Department of Mathematics and Computer Science.

Degree Requirements:

The minor will require the following 16 credits. There are 3 tracks depending upon your major.

If you are a Biology or ~~Biochemistry~~ major you will be required to follow Track 1:

CMP 230	Credits: 4
CMP 232	Credits: 4
CMP 444 Modeling Cellular Networks	Credits: 4
CMP 446 Computational Tools for Bioinformatics	<u>Credits: 4</u>
Total Credits: 16	

If you are a Computer Science Major you will be required to follow Track 2:

BIO 166	Credits: 4
BIO 238	Credits: 4
CMP 444	Credits: 4
CMP 446	<u>Credits: 4</u>
Total Credits: 16	

C. All other Majors are required to follow Track 3:

BIO 166	Credits: 4
BIO 238	Credits: 4
CMP 230	Credits: 4
CMP 232	Credits: 4
CMP 462 Modeling Cellular Networks	Credits: 4
CMP 446 Computational Tools for Bioinformatics	<u>Credits: 4</u>
Total Credits: 24	

NOTES:

1. No course can be used for both the minor and major
2. The level of math needed for successful completion for the minor is either MAT 175 and 176 or MAT 175 and BIO 240.

3. Rationale: The field of Systems Biology is in its nascent stage and holds immense potential. Systems Biology is a powerful tool to organize vast amounts of molecular, biochemical and cellular data into predictive models. Students will gain programming and experimental design skills in quantitative systems biology, which will facilitate continued work in basic research, biomedical science, education and industry. This minor will allow students to be more successful in gaining access to a graduate school as well as make the students more employable.

The current proposal is driven by a grant from the National Science Foundation, which supports yearly winter workshops on a topic in quantitative systems biology at Lehman College. Development of a curriculum based on these workshops can give Lehman additional visibility among partner institutions and nationally.

4. Date of Departmental Approval:

Department of Biological Sciences approval Date 4/16/2011

Department of Mathematics and Computer Science approval date: 4/13/2011

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

Department of Health Sciences

Curriculum Change

Attachment IV-6

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

2. **From:** HEA 300: Introduction to Public Health. *3 hours, 3 credits.* Science of community health. Prevention and control of disease, vital statistics, and current health problems. [PREREQ: HSD 269 and BIO 181.]

3. **To:** HEA 300: Introduction to Public Health. *3 hours, 3 credits.* Science of community health. Prevention and control of disease, vital statistics, and current health problems.

4. **Rationale:** The prerequisites of Biostatistics and Biology are no longer necessary to understand course content as relevant material is covered in the course.

5. **Date of Health Sciences Department Approval:** October 24, 2012

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

Department of Health Sciences

Curriculum Change

Attachment IV-7

Hegis #: 0837

Program Code: 25952

1. **Type of Change:** Change in Undergraduate Program Requirements for Health N-12 Teacher, B.S.

2. **From:** [67-Credit] Requirement in Health N-12 Teacher, B.S. The required courses and credits are distributed as follows:

- [9] *In Department courses:*
HSD 240 (3), 266 (3), [269
(3).]
- 27 *In Health Education: HEA*
211 (3), 249 (3), 267 (3), 300
(3), 303 (2), 304 (1), 307 (3),
309 (3), and 400 (3) plus 3
credits in health electives
chosen in consultation with
the advisor.
- 8 *In Biological Sciences: BIO*
181 (4) and 182 (4).
- [23] *In Education: ESC 301 (3),*
302 (3), 429 (3), [409 (4).]
437 (4), [and 470 (6).]

3. **To: 66-Credit Requirement in Health N-12 Teacher, B.S.** The required courses and credits are distributed as follows:

- 6 *In Department courses:*
HSD 240 (3), 266 (3)
- 27 *In Health Education:* HEA 211 (3), 249 (3), 267 (3), 300 (3), 303 (2), 304 (1), 307 (3), 309 (3), and 400 (3) plus 3 credits in health electives chosen in consultation with the advisor.
- 8 *In Biological Sciences:* BIO 181 (4) and 182 (4).
- 25 *In Education:* ESC 301 (3), 302 (3), 429 (3), 409 (3), 437 (4), 463 (3), 470 (3), and 471 (3).

4. **Rationale:**

- a. Under the Health N-12 Teacher, B.S. program description in the 2011-2013 undergraduate bulletin, ESC 409 (3 credits) is erroneously listed as being 4 credits. This error results in the Health N-12 teacher, B.S. being listed as requiring 67 credits when it should be listed as requiring 66 credits.
- b. A special education course is now required for all degrees leading to NYS certification. The addition of ESC 463 (3 credits) reflects newly instituted NY State certification requirements. ESC 463 is a special education course offered by the Department of Middle and High School Education.
- c. This major has a high number of credits (66) and we do not wish to increase this number. Because we must add another 3-credit course (ESC 463), we wish to eliminate HSD 269 Fundamentals of Biostatistics for Health Professionals (3 credits) which is not an essential course for this major. This course would be eliminated in order to keep the major at 66 credits.
- d. The Health N-12 Teacher, B.S. program must reflect the Department of Middle and High School Education's recent curriculum request (approved by Academic Senate in September 2012) for turning the 6-credit student teaching requirement (ESC 470) into a 3-credit student teaching requirement (ESC 470) and a 3-credit seminar course (ESC 471).

5. **Date of Health Sciences Department Approval:** October 24, 2012
Date of Middle and High School Department Approval: November 8, 2012

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

Department of Health Sciences

Curriculum Change

Attachment IV-9

1. **Type of Change:** Change in Departmental Permission.

2. **From:** HEA 470: Internship in Community Health I. Two-day-per-week field placement, 4 credits. Supervised placement and conferences in community health agencies. On-the-job training in a public, private, voluntary, or professional health agency. PREREQ: HEA 400 and Departmental permission. COREQ: HEA 440.

3. **To:** HEA 470: Internship in Community Health I. Two-day-per-week field placement, 4 credits. Supervised placement and conferences in community health agencies. On-the-job training in a public, private, voluntary, or professional health agency. PREREQ: HEA 400 and Departmental permission. COREQ: HEA 400. With Program Director's approval, students currently employed or with related experience in the field of health education may take HEA 493: Special Projects as a replacement for HEA 470. PREREQ: HEA 400 and Departmental permission. COREQ: HEA 440.

4. **Rationale:**

Students who are currently working in the field of health education would not significantly benefit academically from taking HEA 470: Internship in Community Health I. These students, with Departmental permission, can take HEA 493: Special Projects (in lieu of HEA 470) which would provide them the opportunity to deepen subject-related knowledge and skills while maintaining their position of employment in the field.

5. **Date of Health Sciences Department Approval:** October 24, 2012

CITY UNIVERSITY OF NEW YORK

Department of Health Sciences

Curriculum Change

Attachment IV-10

1. **Type of Change:** Change in Course Credit.

2. **From:** HEA 493: Special Projects
One semester, [1-3] credits (maximum of four credits). Individual projects or research of a selected topic under the direction of a faculty member. PREREQ: Departmental permission.

3. **To:** HEA 493: Special Projects
One semester, 1-4 credits (maximum of four credits). Individual projects or research of a selected topic under the direction of a faculty member. PREREQ: Departmental permission.

4. **Rationale:** This change would align with the recent HEA curriculum proposal that would permit students working in the field of health education to take HEA 493 at 4 credits. Although HEA 493 is offered at a maximum of four credits, students who are given permission to take the course at 4 credits would need to register for it twice in the same semester, given the way it is currently written in the Undergraduate Catalogue. Changing the course credits to "1-4 credits" would allow these students to register for HEA 493 one time only for 4 credits.

5. **Date of Health Sciences Department Approval:** October 24, 2012.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

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

2. **From:** Minor in Latino / Puerto Rican Studies

Completion of the Minor in Latino / Puerto Rican Studies requires 12 credits in courses distributed as follows:

6 In required LPR courses: [LPR 212 and either LPR 213 or LPR 213]

6 In two additional LPR courses at the 300-level or above

3. **To:** Minor in Latino / Puerto Rican Studies

Completion of the Minor in Latino / Puerto Rican Studies requires 12 credits in courses distributed as follows:

6 In required LPR courses: Select two from LPR 212, 213, 242, or 269

6 In two additional LPR courses at the 300-level or above

4. **Rationale:** The proposed change corrects an error in the Department's original proposal (from Spring 2012), where LPR 213 was inadvertently repeated. The correction reflects the Department's intent for students in the LPR Studies Minor to take two of the four foundation courses now required of students in the Major.

5. **Date of Departmental Approval:** October 16, 2012.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

Attachment IV-12

1. **Type of Change:** Number
2. **From:** LPR (LAC) [343]: **Visual Culture in the Hispanic Caribbean.** 3 hours, 3 credits. Visual culture across the Hispanic Caribbean, including visual arts, photography, film, video, and television and new media. PREREQ: LAC 226, LPR 213, or Departmental permission.
3. **To:** LPR (LAC) **316:** **Visual Culture in the Hispanic Caribbean.** 3 hours, 3 credits. Visual culture across the Hispanic Caribbean, including visual arts, photography, film, video, and television and new media. PREREQ: LAC 226, LPR 213, or Departmental permission.
4. **Rationale:** There are currently two different LAC courses that use the 343 number: ARH (LAC) 343 (Pre-Columbian Art) and LPR (LAC) 343 (Visual Culture in the Hispanic Caribbean). The proposed change solves the problem of confusing duplication by having LAC (ARH) 343 retain its original number while replacing LPR (LAC) 343 with LPR (LAC) 316.
5. **Date of Departmental Approval:** October 16, 2012.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

Attachment IV-13

1. **Type of change:** Cross-listing
2. **From:** LAC (SPA) 346: Introduction to Mexican and Chicano/a Literatures. 3 hours, 3 credits. Major themes in Mexican and Chicano/a literatures within their specific historical and sociopolitical contexts.
3. **To:** LAC (LPR) (SPA) 346: Introduction to Mexican and Chicano/a Literatures. 3 hours, 3 credits. Major themes in Mexican and Chicano/a literatures within their specific historical and sociopolitical contexts.
4. **Rationale:** This course deals with the literary output of writers in Mexico as well as with that of Chicano/a writers in the United States. As such, it belongs both in the Department's Latin and Caribbean Studies curriculum and in its Latino / Puerto Rican Studies curriculum. The course is an important complement to existing LPRS courses and greatly enhances the Department's Latino Studies course offerings.
5. **Date of Departmental Approval:** October 16, 2012.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

Attachment IV-14

1. **Type of change:** Title
2. **From:** LPR (LAC) 350: Puerto Rican Studies Research Seminar. 3 hours, 3 credits.
3. **To:** LPR (LAC) 350: Latino / Puerto Rican Studies Research Seminar. 3 hours, 3 credits.
4. **Rationale:** The change in course title corresponds to the changes in the Department's name and its Latino / Puerto Rican Studies B.A. that were effected in Spring 2012. The title of LPR (LAC) 350 should have been changed then; this proposal corrects that error now.
5. **Date of Departmental Approval:** October 16, 2012.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LATIN AMERICAN AND PUERTO RICAN STUDIES

CURRICULUM CHANGE

Attachment IV-15

1. **Type of Change:** Title, Prerequisites

2. **From:** LPR (LAC) 360: **Variable Topics in Puerto Rican Studies.** 3 hours, 3 credits. Various topics in Puerto Rican studies. PREREQ: LPR 212, 213, or Departmental permission.

3. **To:** LPR (LAC) 360: **Variable Topics in Latino / Puerto Rican Studies.** 3 hours, 3 credits. Various topics in Puerto Rican studies. PREREQ: LPR 212, 213, 242, 269, or Departmental permission.

4. **Rationale:** The change in course title corresponds to the changes in the Department's name and its Latino / Puerto Rican Studies B.A. that were effected in Spring 2012. The title of LPR (LAC) 360 should have been changed then; this proposal corrects that error now.

The change in prerequisites similarly adjusts LPR (LAC) 360 to correspond to the Department's newly revised curriculum: the choice of prerequisites now corresponds to the four foundation courses required of all students in the LPRS Major.

5. **Date of Departmental approval:** October 16, 2012.

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

CURRICULUM CHANGE

Attachment IV-16

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

2. **Course Description** MAT 126 Quantitative Reasoning: *3 hours, 3 credits*. Survey of modern quantitative techniques in a variety of disciplines. Critical thinking and mathematical/quantitative literacy are emphasized. **PREREQUISITE:** > 60 on the algebra section of the Compass exam or Department permission.

NOTE:

This course provides a student-optional one-hour per week homework review session with the instructor.

3. **Rationale:** There is an emphasis at the City University of New York on Quantitative Reasoning and Mathematics. This three hour three-credit course is a core course to satisfy these demands.

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

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

5. **Date of Departmental Approval:** October 11, 2012

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

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Attachment IV-17

1. Type of change: General Education Requirement

2. From: Upper-Division Interdisciplinary General Education Requirement (6 Credits). After earning a minimum of 60 credits, [all students must complete two interdisciplinary courses: LEH 300: The Humanities and the Sciences and LEH 301: The American Experience.] (Students who took LEH 100, LEH 101, or LEH 110 prior to [Fall 2009] may substitute this course for either the LEH 300 or LEH 301 requirement.) Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

3. To: Upper-Division Interdisciplinary General Education Requirement (6 Credits). After earning a minimum of 60 credits or earning an Associate's Degree, and officially selecting a major, all students must complete two LEH courses. The two are to be chosen in topics outside their major from four of the following five variable topics courses: LEH351: Studies in Scientific and Applied Perspectives, LEH352: Studies in Literature, LEH353, Studies in the Arts, LEH354: Historical Studies, and LEH355: Studies in Philosophy, Theory and Abstract Thinking. (Students who took LEH 100, LEH 101, or LEH 110 prior to Fall 2008 may substitute this course for one of the LEH 351-355 requirements.) Each semester, a series of topics for these courses will be announced in the Schedule of Classes.

4. Rationale:

Selection of major has been added as a requirement in order to urge students to choose a major earlier and to assure that the general education requirements remain meaningful as a means of assuring a broad liberal arts education. Replacing the two LEH 300 courses with five LEH 350 courses brings more structure to the program and also offers students a wider range of curriculum choices. The requirement that students select a topic outside their major area of concentration assures that their upper level general experience will enhance students' exposure to the liberal arts.

5. Date of UCC Department Approval:

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Attachment IV-18

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

2. **Course Description:** LEH 351. Studies in Scientific and Applied Perspectives. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in the social sciences, life and physical sciences and applied perspectives. Prerequisites: official selection of a major and either completion of 60 General Education credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Accounting, Anthropology, Anthropology (interdisciplinary concentration), Biology, Business Administration, Chemistry, Computer Graphics and Imaging, Computer Information Systems, Computer Science, Dietetics, Food, and Nutrition, Economics, Exercise Science, Geography, Geology, Health Education and Promotion, Health Education N-12, Health Services Administration, Italian American Studies, Mathematics, Nursing, Physics, Political Science, Psychology, Recreation Education, Social Work, Sociology, Speech Pathology and Audiology.

3. **Rationale:**

This course is one of five new courses designed to replace LEH300-301. The courses serve the same purpose of providing a summary, upper division (junior and senior year) culminating experience in general education outside the major field. The student will continue to take two LEH 300-level courses to meet the gen ed requirements.

The new LEH351-355 courses are designed to redress some of the drawbacks of LEH300-301. First, the purpose of the prerequisite is to urge students to choose a major earlier and to assure that the general education requirements remain meaningful as a means of assuring a broad liberal arts education. Second, the requirement for research and writing or creative work is more explicit, such that students will provide evidence of achieving learning objectives that can be evaluated in the process of assessing the courses.

And third, the students will choose courses specifically outside the chosen major area of concentration in order to fulfill general education graduation

requirements. Finally, the courses will have variable topics, as do the LEH300-LEH301, and the Undergraduate Curriculum Committee or its designees will manage the teaching assignments in order to assure a suitable range of appropriate subject matter and academic expectations.

4. Learning Objectives:

Upon completion of LEH351 the student is expected to be able:

- To gather, interpret, and assess information from a variety of sources and points of view.
- To evaluate evidence and arguments critically and be able to appraise their usefulness.
- To produce well-reasoned written or oral arguments using evidence to support conclusions.
- To demonstrate familiarity with the scientific method and quantitative reasoning.
- To understand the scientific principles underlying matters of policy or public concern in which science plays a role.
- To produce an essay or written piece of research, in "scaffolded" stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information which uses the scientific method.

5. Date of UCC Department Approval:

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Attachment IV-20

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

2. **Course Description:** LEH 352. Studies in Literature. 3 hours, 3 credits (*may be repeated for credit with a different topic*). Selected topics in literature.

Prerequisites: official selection of a major and either completion of 60 General Education credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Classics, Comparative Literature, English, French, German, Greek, Greek and Latin, Hebraic and Judaic Studies, Italian, Latin, Russian and Spanish.

3. **Rationale:**

This course is one of five new courses designed to replace LEH300-301. The courses serve the same purpose of providing a summary, upper division (junior and senior year) culminating experience in general education outside the major field. The student will continue to take two LEH 300-level courses to meet the gen ed requirements.

The new LEH351-355 courses are designed to redress some of the drawbacks of LEH300-301. First, the purpose of the prerequisite is to urge students to choose a major earlier and to assure that the general education requirements remain meaningful as a means of assuring a broad liberal arts education. Second, the requirement for research and writing or creative work is more explicit, such that students will provide evidence of achieving learning objectives that can be evaluated in the process of assessing the courses.

And third, the students will choose courses specifically outside the chosen major area of concentration in order to fulfill general education graduation requirements. Finally, the courses will have variable topics, as do the LEH300-LEH301, and the Undergraduate Curriculum Committee or its designees will manage the teaching assignments in order to assure a suitable range of appropriate subject matter and academic expectations.

4. **Learning Objectives:**

Upon completion of LEH352 the student is expected to be able:

- To gather, interpret, and assess information from a variety of sources and points of view.
- To evaluate evidence and arguments critically and be able to appraise their usefulness.
- To produce well-reasoned written or oral arguments using evidence to support conclusions.
- To demonstrate familiarity with methods of literary criticism and historical-cultural analyses of literary studies.
- To understand the role of literature and art in society and public policy or public concerns in which aesthetics play a role.
- To produce an essay or written piece of research or other creative work, in "scaffolded" stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an aesthetic nature.

5. Date of UCC Department Approval:

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Attachment IV-22

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

2. **Course Description:** LEH 353. Studies in the Arts. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in the arts. Prerequisites: official selection of a major and either completion of 60 General Education credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Art, Dance, Dance-Theatre, Music.

3. **Rationale:**

This course is one of five new courses designed to replace LEH300-301. The courses serve the same purpose of providing a summary, upper division (junior and senior year) culminating experience in general education outside the major field. The student will continue to take two LEH 300-level courses to meet the gen ed requirements.

The new LEH351-355 courses are designed to redress some of the drawbacks of LEH300-301. First, the purpose of the prerequisite is to urge students to choose a major earlier and to assure that the general education requirements remain meaningful as a means of assuring a broad liberal arts education. Second, the requirement for research and writing or creative work is more explicit, such that students will provide evidence of achieving learning objectives that can be evaluated in the process of assessing the courses.

And third, the students will choose courses specifically outside the chosen major area of concentration in order to fulfill general education graduation requirements. Finally, the courses will have variable topics, as do the LEH300-LEH301, and the Undergraduate Curriculum Committee or its designees will manage the teaching assignments in order to assure a suitable range of appropriate subject matter and academic expectations.

4. **Learning Objectives:**

Upon completion of LEH353 the student is expected to be able:

- To gather, interpret, and assess information from a variety of sources and points of view.
- To evaluate evidence and arguments critically and be able to appraise their usefulness.
- To produce well-reasoned written or oral arguments using evidence to support conclusions.
- To demonstrate familiarity with methods of artistic criticism and historical-cultural analysis analyses of works of art.
- To understand the role of art in society and public policy or public concerns in which aesthetics play a role.
- To produce an essay or written piece of research or other creative work, in "scaffolded" stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an aesthetic nature.

5. Date of UCC Department Approval:

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Attachment IV-24

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

2. **Course Description:** LEH 354. Studies in Historical Studies. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in historical studies. Prerequisites: official selection of a major and either completion of 60 General Education credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except African and African American Studies, American Studies, History, Latin American and Caribbean Studies, Puerto Rican Studies.

3. **Rationale:**

This course is one of five new courses designed to replace LEH300-301. The courses serve the same purpose of providing a summary, upper division (junior and senior year) culminating experience in general education outside the major field. The student will continue to take two LEH 300-level courses to meet the gen ed requirements.

The new LEH351-355 courses are designed to redress some of the drawbacks of LEH300-301. First, the purpose of the prerequisite is to urge students to choose a major earlier and to assure that the general education requirements remain meaningful as a means of assuring a broad liberal arts education. Second, the requirement for research and writing or creative work is more explicit, such that students will provide evidence of achieving learning objectives that can be evaluated in the process of assessing the courses.

And third, the students will choose courses specifically outside the chosen major area of concentration in order to fulfill general education graduation requirements. Finally, the courses will have variable topics, as do the LEH300-LEH301, and the Undergraduate Curriculum Committee or its designees will manage the teaching assignments in order to assure a suitable range of appropriate subject matter and academic expectations.

4. Learning Objectives:

Upon completion of LEH354 the student is expected to be able:

- To gather, interpret, and assess information from a variety of sources and points of view.
- To evaluate evidence and arguments critically and be able to appraise their usefulness.
- To produce well-reasoned written or oral arguments using evidence to support conclusions.
- To demonstrate familiarity with historical methods and historico-cultural analyses of documents and other artifacts.
- To understand the historical principles underlying public policy or public concerns in which history plays a role.
- To produce an essay or written piece of research or other creative work, in "scaffolded" stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an historical nature.

Attachment IV-25

5. Date of UCC Department Approval:

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

UNDERGRADUATE CURRICULUM COMMITTEE

CURRICULUM CHANGE

Attachment IV-26

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

2. **Course Description:** LEH 355. Studies in Philosophy, Theory and Abstract Thinking. 3 hours, 3 credits (may be repeated for credit with a different topic). Selected topics in philosophy, theory and abstract thinking. Prerequisites: official selection of a major and either completion of 60 General Education credits or an Associate's Degree.

NOTE 1: In general, students should expect writing assignments and computer-based work along with research involving the library and the Internet.

NOTE 2: This course grants general education credit towards graduation for students in all major concentrations except Philosophy.

3. **Rationale:**

This course is one of five new courses designed to replace LEH300-301. The courses serve the same purpose of providing a summary, upper division (junior and senior year) culminating experience in general education outside the major field. The student will continue to take two LEH 300-level courses to meet the gen ed requirements.

The new LEH351-355 courses are designed to redress some of the drawbacks of LEH300-301. First, the purpose of the prerequisite is to urge students to choose a major earlier and to assure that the general education requirements remain meaningful as a means of assuring a broad liberal arts education. Second, the requirement for research and writing or creative work is more explicit, such that students will provide evidence of achieving learning objectives that can be evaluated in the process of assessing the courses.

And third, the students will choose courses specifically outside the chosen major area of concentration in order to fulfill general education graduation requirements. Finally, the courses will have variable topics, as do the LEH300-LEH301, and the Undergraduate Curriculum Committee or its designees will manage the teaching assignments in order to assure a suitable range of appropriate subject matter and academic expectations.

4. **Learning Objectives:**

Upon completion of LEH355 the student is expected to be able:

- To gather, interpret, and assess information from a variety of sources and points of view.
- To evaluate evidence and arguments critically and be able to appraise their usefulness.
- To produce well-reasoned written or oral arguments using evidence to support conclusions.
- To demonstrate familiarity with methods of theoretical or abstract analysis and philosophical reasoning.
- To understand the role of theoretical and abstract reasoning in society and public policy or public concerns in which ethics or other aspects of philosophy play a role.
- To produce an essay or written piece of research or other creative work, in "scaffolded" stages, demonstrating both an ability to express complex ideas for an educated audience as well as the ability to evaluate and utilize a variety of information of an abstract, theoretical or philosophical nature.

Attachment IV-27

5. Date of UCC Department Approval: