Minutes of
The Lehman College Senate Meeting
Wednesday, November 13, 2024
Senate Meeting

Senators Present: Abi-Hanna, R.; Aguaiza, D. R.; Aisemberg, G.; Ali, T.; Ayalew, M.; Banks, R.; Burton-Pye, B.; Castellanos, Y.; Cheng, S.; Cruz, J.; Cruz-Segundo, S.; Davila, C. G.; Diallo, R.; Diaz, N.; Dickson, W.; Djobo, A.; Fera, J.; Finger, R.; Garcia, M.; Gonzalez, R.; Guerrero, K.; Harrison, E.; Heloany Reis, V.; Henriquez-Castillo, M.; Hernandez, S.; Hernandez-Acevedo, B.; Hsu, C.; Hurley, D.; Hyman, D.; Ishaq, A.; Jimenez, M.; Lee, H.; Locke, A.; Lora, E. E.; Loscocco, P.; Machado, E.; Mahon, J.; Manier, D.; Marianetti, M.; Markens, S.; Martinez-Concepcion, C. R.; McKenna, C.; Moalem, L.; Mohorcich, J.; Murphy, B.; O'Boy, D.; O'Neil, C.; Obeng, T. B.; Ohmer, S.; Payan, J.; Pitts, W.; Prince, P.; Qafleshi, D.; Rivera, C.; Roldos, I.; Rotolo, R.; Ruiz, E.; Schwartz, D.; Shafi, A.; Silva-Puras, J.; Smith, S.; Sofianos, E.; Spence, N.; Stein Smith, S.; Stopler, M.; Sumter-Malone, M.; Toro, C.; Valentine, R.; Vargas, J.; Vasquez Orozco, A.; Wang, E.; Waring, E.; White, A.; Wright, J.; Yavuz, D.; Zhao, L.

Senators Absent: Austin, L.; Baraldi, C.; Bishop, S.; Brown, A.; Brown, K.; Campeanu, S.; Colbert, L.; Cortes, I.; Delgado, F.; Dest, A.; Ford, G.; Gado, H.; Gerry, C.; Kwakye, M. G.; MacKillop, J.; McBride, T.; McClendon, L.; McGovern, J.; Mills, P.; Oberlin, D.; Owusu, M. G.; Palmer, C.; Quinones, J.; Reyes, L.; Schlesinger, K.; Vann, M.

The meeting was called to order by the Chair of the College Senate, Professor Joseph Fera, at 3:50 PM.

1. **<u>Action Items</u>**

   a. Approval of the Minutes

   The minutes of the October 9, 2024, College Senate was approved by unanimous voice vote.

   See Attachment I

   b. Undergraduate Curriculum Committee

   Professor Lynn Rosenberg presented proposals for curriculum changes in the following Departments: Chemistry; Computer Science; Earth, Environmental and Geospatial Sciences; Management and Business Innovation; Music, Multimedia, Theatre and

Dance; and Philosophy. She also presented a proposal from the School of Natural and Social Sciences. The floor was opened to questions and comments. There were none. Professor Fera moved to vote on all of the presented proposals. The proposals were approved by unanimous voice vote.

Professor Rosenberg presented informational items from the Department of Computer Science for the following courses: CMP 167, CMP 232, and CMP 338.

See Attachment II

The next meeting was scheduled for Wednesday, December 11, 2024, at 1:00 PM via Zoom. Proceeding this date, Undergraduate Curriculum Committee meetings have been scheduled to occur on Wednesdays at 1:00 PM on the following dates: February 5, 2025; March 5, 2025; April 2, 2025; and May 7, 2025.

c. Graduate Curriculum Committee

Ms. Takiyah Ali presented proposals for curriculum changes in the following departments: Counseling, Leadership, Literacy and Special Education; Earth, Environmental, and Geospatial Sciences; Middle and High School Education; and Speech-Language-Hearing Sciences. The floor was opened to questions and comments. There were none. Professor Joseph Fera moved to vote on all of the presented proposals. The proposals were approved by unanimous voice vote.

See Attachment III

The next meeting was scheduled for Wednesday, December 4, 2024, at 11:00 AM via Zoom. Proceeding this date, Graduate Curriculum Committee meetings have been scheduled to occur on Wednesdays at 11:00 AM on the following dates: February 5, 2025; March 5, 2025; April 2, 2025; and May 7, 2025.

d. Assessment

Professor Devrim Yavuz briefed information on the Assessment survey that was prepared and administered last year. He informed that based on the results, the committee decided that the length of the assessment cycle should reflect the needs of all programs. On behalf of the committee, Professor Yavuz presented a resolution on the length of the assessment cycle for programs and academic and educational support services. The floor was opened to questions and comments. There were some questions for clarification. Professor Joseph Fera moved to vote on the resolution. The resolution was approved by unanimous voice vote.

See Attachment IV

e. Governance Committee

Professor Joseph Fera informed that there was a faculty vacancy on the Undergraduate Curriculum Committee. He announced Professor Amod Choudhary as the Governance Committee's nominee and opened the floor to additional nominations. There were none. Professor Fera moved to a vote. Professor Choudhary was elected to serve on the Undergraduate Curriculum Committee by unanimous voice vote.

Professor Fera noted that there was little information on the College Senate website regarding the functions of the College Senate Standing Committees. He informed that adding blurbs on the College Senate website would be helpful to newcomers who may be unfamiliar with the functions of each committee. Professor Fera shared an example from the website posted for the Governance Committee. He also shared that blurbs would be prepared for the other Standing Committees and asked committee chairs to review for suggestions and approval.

See Attachment V

The next meeting was scheduled for Monday, November 18, 2024, at 10:00 AM via Zoom. Proceeding this date, meetings of the Governance Committee are TBA.

2. **Announcements and Communications**

a. Report of the President—

There was no report.

Professor Joseph Fera recapped that at the last meeting of the College Senate, two names were provided to President Fernando Delgado to select an Ombudsperson. Professor Joseph Fera announced that the President made his decision, and that Professor Penny Prince was elected to serve as the College Senate Ombudsperson.

b. Student Legislative Assembly—

Ms. Franny Vargas, the Vice President for the Student Legislative Assembly (SLA), announced that Campus Life began their 5-week program to encourage student leadership capabilities. She also reported on the following updates from the Student Government Association (SGA): (1) SGA hosted a Hispanic Heritage Event in collaboration with the Office of Campus Life, where attendees had an opportunity to write their names in Mayan; (2) SGA held Spirit Week this month with Decades Day, Wear-Pink-Wednesday, and Pick-Your-School's-Color-Day, which were all successful turnouts; (3) SGA hosted a successful fall fest event complete with food, games, inflatables, and a DJ, allowing students to connect with one another; and (4) SGA hosted a Halloween party in collaboration with the Afrobeats Club, CREAR Futuros, and Campus Life, where over 250 students were in attendance; (5) SGA completed their special elections on October 18, 2024, where the remaining seats for student senators and VPs were successfully filled; and (6) on November 21, 2024, SGA scheduled a Thanksgiving dinner for Lehman College students for 6:00 p.m. in the Student Life Building.

3. **Reports of the Standing Committees–**

a. Equity, Inclusion, Accessibility, and Anti-Racism

Ms. Takiyah Ali reported on the October 31, 2024, meeting of the committee:

Ms. Ali referred to a letter received by campus leadership last month, which expressed concerns regarding actions taken during a campus gathering. She informed that with the help of Maritza Rivera, the Director of Compliance and Diversity, the matter is under investigation. Ms. Ali also communicated President Delgado's reminder to the Lehman College community that members should adhere to the University's guidelines and to adhere to the CUNY Code of Conduct (Henderson Rules) for demonstrations. Considering this reminder, Ms. Ali briefed the committee's early recommendations to (1) create a constructive dialogue among students, faculty, and leadership surrounding the guidelines; and (2) refine the language in the Student Handbook addendum for clarification purposes.

Ms. Ali also touched on the following topics: the wellness resolution, the food insecurity resolution, campus workshops, and library resources, where she informed the following: (1) the proposal for the Wellness Resolution was ongoing; (2) regarding the food insecurity resolution, the committee provided early recommendations for the Basic Needs Center, which involve coordinating with Campus Facilities and Public Safety to develop ways to properly store donation pickups on campus overnight; (3) as presenters from campus workshops favor in-person sessions, the committee recommended that workshops deliver hybrid options or that events are recorded to enhance accessibility to the campus community; and (4) as funds were allocated for library resources and, resultingly, as faculty book recommendations have been accepted, the committee recommended the acceptance of non-faculty book recommendations.

See Attachment VI

Professor David Hyman expressed that the conversations that reach the Committee on Equity, Inclusion, Accessibility, and Anti-Racism should be discussed at the College Senate and that the governance body should be aware of changes to the College's policies that may affect any form of expression. As it is within the Governance Committee's

purview to charge a committee with providing recommendations and updates on matters to the College Senate, Professor Joseph Fera informed that the Governance Committee would have a discussion to determine which of the Standing Committees would be charged with that responsibility.

Future meetings of the Equity, Inclusion, Accessibility, and Anti-Racism are TBA.

b. Campus Life and Facilities

Professor Penny Prince discussed the November 13, 2024, meeting of the committee. She reported that the committee continued their discussion on the issues with the College's current cafeteria vendor, noting the high prices and the lack of food variety. She mentioned that the contract with the current vendor would continue for another year and a half, but that the College would make its decision on whether or not to continue with the vendor at the end of the contract. Professor Prince also communicated that the committee was still open to suggestions from students. She also shared that she received excellent feedback that there should be halal certifications to certify that the food being served is truly halal. Professor Prince also expressed that the committee would continue to look into cafeteria matters.

Professor Prince shared a new issue discussed at the committee meeting: toilet paper. She informed the body that Lehman College uses one-ply toilet paper and that there must be an alternative to improve the College's quality of life.

Professor Prince relayed some information for the Reentry Committee. She briefed that there were fifty members on the committee and of that number students were few. She urged that more students get involved and asked all interested students to attend. Professor Prince also informed of the Reentry Rendezvous event, where those who are justice impacted or who have family members who are justice impacted can attend. She further shared that attendees would have access to free food and drink and would have the opportunity to ask questions.

Professor Prince spoke on her activities as Ombudsperson. She informed that she was still in the process of gathering information, but that she had reached out to fellow Ombudspersons from different campuses. She shared that in their experience, many of the issues are related to faculty and faculty conflict or faculty and administration conflict. Professor Prince expressed that she would have additional information for all in two weeks' time.

Future meetings of the Campus Life and Facilities Committee are TBA.

c. Academic Freedom

There was no report.

Professor David Manier informed that the committee met and continued their discussion on the issue of multi-section courses.

Future meetings of the Academic Freedom Committee are TBA.

d. Library, Technology, and Telecommunications

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

See Attachment VII

The next meeting was scheduled for Thursday, November 26, 2024. Proceeding this date, meetings of the Library, Technology, and Telecommunications are TBA.

e. Admissions, Evaluation, and Academic Standards

There is no report.

Future meetings of the Admissions, Evaluation, and Academic Standards Committee are TBA.

f. Budget and Long-Range Planning

There is no report.

Future meetings of the Budget and Long-Range Planning Committee are TBA.

g. University Faculty Senate Report

Professor David Manier reported on the October 22, 2024, meeting of the University Faculty Senate.

See Attachment VIII

The next Plenary Session was scheduled for Tuesday, December 3, 2024, at 6:30 PM. Proceeding this date, plenary sessions have been scheduled to occur on Tuesdays at 6:30 PM on the following dates: February 25, 2025; April 8, 2025; and May 13, 2025.

Unfinished Business

There was no unfinished business to report.

New Business:

There was no unfinished business to report.

ADJOURNMENT

There was a motion to adjourn the meeting, it was seconded. The meeting was adjourned at 5:10 PM

Respectfully submitted:

Cynthia Cessant

Senate Meeting – 11/13/24

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on (6/7 members in attendance):

1. Earth, Environmental and Geospatial Sciences Department
    - GEP 375-Description, title, prerequisite, attribute
2. Management and Business Innovation Department
    - ECO/BBA 123-Experimental course
    - BBA 131-Experimental to Permanent course
    - ECO/BBA 195- Experimental to Permanent course-
3. Philosophy Department
    - PHI 227-New course
    - PHI 227-Pathways designation
4. School of Natural and Social Sciences Department
    - NSS 200-Description, credits, hours
5. Chemistry Department
    - CHE 249-Hours
    - CHE 449-Hours
6. Computer Science
    - CMP 128-Pathways designation
7. Music, Multimedia, Theatre and Dance
    - Multimedia Performing Arts B.F.A.-Degree requirements
    - Dance B.A.-Degree requirements
    - Theatre B.A.-Degree requirements
    - Mind-Body Wellness Minor-Degree requirements
    - Theatre Minor- Degree requirements
    - DNC/THE 230-Credits
    - DNC/THE 330-Credits
    - THE 235-Co-requisite
    - THE 204-Co-requisite

- THE 238-Title
- THE 243-Title, description

Informational items

CMP 167-Stem Variant course, Common Core area(s): Flexible Core - Scientific World and Required Core - Life and Physical Sciences

CMP 232-Stem Variant course, Common Core area: Required Core - Mathematical and Quantitative Reasoning

CMP 338-Stem Variant course, Common Core area(s): Flexible Core - Scientific World and Required Core - Life and Physical Sciences

Next meeting: 12/11/24

LEHMAN COLLEGE
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DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** *Hours*.

2. **From:**

Department(s)	Chemistry
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 249
Course Title	Quantitative Analysis
Description	Fall term only. Principles of gravimetric, volumetric, and spectrophotometric analysis. Methods involving acidimetry, precipitation, chelation, oxidation, and iodometry. Analytical separations.
Pre/ Co Requisites	PREREQ: CHE 168 and 169.
Credits	5
Hours	8 ~~(2 lecture, 6 lab)~~
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Chemistry
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 249
Course Title	Quantitative Analysis
Description	Fall term only. Principles of gravimetric, volumetric, and spectrophotometric analysis. Methods involving acidimetry, precipitation, chelation, oxidation, and iodometry. Analytical separations.
Pre/ Co Requisites	PREREQ: CHE 168 and 169.
Credits	5
Hours	8 (3 lecture, 5 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

In an attempt to address poor student performance in Quantitative Analysis and better support students as they move through the laboratory portion of the class the Chemistry Department has modified its pedagogical approach to include techniques that more actively engage students in their learning of the lecture material. To be truly effective

this new approach requires students to be intellectually and actively engaged for 3 hours of structured lecture coursework every week instead of only 2 hours.

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

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

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

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

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

5. **Date of departmental approval:** September 20, 2024

LEHMAN COLLEGE
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DEPARTMENT OF CHEMISTRY

CURRICULUM CHANGE

1. **Type of Change:** H*ours*.

2. **From:**

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

3. **To:**

Department(s)	Chemistry
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Chemistry
Course Prefix & Number	CHE 449
Course Title	Instrumental Analysis
Description	Electroanalytical, spectrophotometric, chromatographic, and other instrumental methods as applied to analytical chemistry.
Pre/ Co Requisites	PREREQ: CHE 249
Credits	5
Hours	8 (2 lecture, 6 lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**
In order to remain in compliance with our ACS certification the CHE 349 course has recently been taught with 2 hours of lecture and 6 hours of laboratory time. With this proposal we wish to codify this change in the bulletin to accurately reflect what is being taught in the course.

5. **Date of departmental approval:** September 20, 2024

CUNY Common Core
Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	CMP 128
Course Title	Programming through Web Development
Department(s)	Computer Science
Discipline	Computer Science
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	n/a
Co-requisites (if none, enter N/A)	n/a
Catalogue Description	Creation of websites using HTML, CSS, and JavaScript.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

X current course ☐ revision of current course ☐a new course being proposed

CUNY COMMON CORE Location

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

Required ☐ English Composition ☐ Mathematical and Quantitative Reasoning ☐ Life and Physical Sciences	Flexible ☐ World Cultures and Global Issues ☐ Individual and Society ☐ US Experience in its Diversity **X** Scientific World ☐ Creative Expression

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

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

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

Learning Outcomes

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

I. Required Core (12 credits)

A. English Composition: Six credits

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

	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.

	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• 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.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	1. Identify and apply the fundamental concepts and methods of a life or physical science.
	2. Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	3. Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	4. Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	5. Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.

	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the 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.
	• Examine how an individual's place in society affects experiences, values, or choices.
	• Articulate and assess ethical views and their underlying premises.
	• Articulate ethical uses of data and other information resources to respond to problems and questions.
	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course must meet the three learning outcomes in the right column.	
1. Design and Develop properly styled websites with dynamic content 2. Use HTML5 to develop properly structured web pages 3. Use CSS3 to apply proper style to web pages 4. Demonstrate proper use of variables and functions in JavaScript	• Gather, interpret, and assess information from a variety of sources and points of view.

5. Use JavaScript to respond to events 6. Use JavaScript to perform calculations and return results 7. Manipulate the DOM and CSSOM through JavaScript	
9. Perform Logical Decisions using JavaScript 10. Perform Iteration using JavaScript 11. Work with Arrays to create, retrieve, update, delete the content stored in them	• Evaluate evidence and arguments critically or analytically.
1. Design and Develop properly styled websites with dynamic content 2. Use HTML5 to develop properly structured web pages 3. Use CSS3 to apply proper style to web pages 4. Demonstrate proper use of variables and functions in JavaScript 5. Use JavaScript to respond to events 6. Use JavaScript to perform calculations and return results	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
1. Design and Develop properly styled websites with dynamic content 2. Use HTML5 to develop properly structured web pages 3. Use CSS3 to apply proper style to web pages	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
1. Design and Develop properly styled websites with dynamic content 2. Use HTML5 to develop properly structured web pages 3. Use CSS3 to apply proper style to web pages	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.

4. Demonstrate proper use of variables and functions in JavaScript 5. Use JavaScript to respond to events 6. Use JavaScript to perform calculations and return results 7. Manipulate the DOM and CSSOM through JavaScript 8. Perform Logical Decisions using JavaScript 9. Perform Iteration using JavaScript 10. Work with Arrays to create, retrieve, update, delete the content stored in them	
4. Demonstrate proper use of variables and functions in JavaScript 5. Use JavaScript to respond to events 6. Use JavaScript to perform calculations and return results 7. Manipulate the DOM and CSSOM through JavaScript 8. Perform Logical Decisions using JavaScript 9. Perform Iteration using JavaScript 10. Work with Arrays to create, retrieve, update, delete the content stored in them	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

Syllabus
CMP 128: Programming through Web Development
Lehman College, City University of New York

Semester	Class Section	Class Hours	Room Number

Instructor	Email	Office Number	Office Hours

Course Description: *3 hours, 3 credits*
Creation of websites using HTML, CSS, and JavaScript.

Prerequisite: none

Course Objectives:

By the end of the course, students should be able to:

1. Design and Develop properly styled websites with dynamic content
2. Use HTML5 to develop properly structured web pages
3. Use CSS3 to apply proper style to web pages
4. Demonstrate proper use of variables and functions in JavaScript
5. Use JavaScript to respond to events
6. Use JavaScript to perform calculations and return results
7. Manipulate the DOM and CSSOM through JavaScript
8. Perform Logical Decisions using JavaScript
9. Perform Iteration using JavaScript
10. Work with Arrays to create, retrieve, update, delete the content stored in them

Grading Policy:

- Exam 1: 10%
- Exam 2: 15%
- Exam 3: 15%
- Final Exam 2: 20%
- Projects: 40%

Expectations: Students are expected to learn the material covered in class, the material in the textbook and other assigned reading. Completing homework is an essential part of the learning experience. Students should review topics from prior courses as needed using old notes and books

Honor Code: You are encouraged to work together on the overall design of the programs and homework. However, for specific programs and homework assignments, all work must be your own. You are responsible for knowing and following Lehman's academic integrity code (available from the Undergraduate Bulletin, Graduate Bulletin, Office of Academic Standards and Evaluations, or the Smart Catalog).
All incidents of cheating will be reported to the Vice President of Student Affairs.

Email: I will be communicating with you on a regular basis throughout the semester using the email address listed on Blackboard for this course. You are required to make sure that the email address on Blackboard is your current Lehman email address and you must check it on a regular basis. **There will be no acceptable excuse for missing an email announcement.**

Homework: Projects will be assigned throughout the course to reinforce concepts covered in class. To receive full credit for a project, it must be completed by the specified due date and the program must function correctly.

Materials and Resources:

Textbook:

- Free Online Resources and Documentation

Technology:

- Access to personal computers with the necessary software tools installed and good Internet connection for accessing all course materials
- https://code.visualstudio.com/

Tutoring:

Departmental tutoring is available in the MCSLC in GI-222, on the 2nd floor of Gillet Hall.

Computer Access:

Part of this course will use university computer laboratories. These machines are for work related to this course only and a code of conduct applies to computer use in the department and on-campus. Misusing university computers could result in losing your computer access for the rest of the term, making it exceedingly difficult to complete this course.

Additional Online Resources:

- **W3School:** https://www.w3schools.com/html/default.asp
- **GitHub Repository** https://github.com
- **Html Dog:** https://www.htmldog.com/guides/

Accommodating Disabilities:

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require accommodations are encouraged to register with the Office of Student Disability Services located in Shuster Hall, Room 238. http://www.lehman.edu/student-disability-services
Telephone: 718-960-8441 Email: disability.services@lehman.cuny.edu

Recording of Remote Classes:

Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

The link to the recordings will be made available on Blackboard

LEHMAN COLLEGE
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DEPARTMENT OF EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** description, title, prerequisites, and remove experimental attribute

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Earth, Environmental and Geospatial Sciences
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 375
Course Title	~~Data Acquistion Gis~~
Description	Acquisition of spatial data and its integration into analytical frameworks for geological and geographic analysis. Use of Geographic Information Systems (GIS) for mapping and data analysis, development of practical skills (such as programming) for work with ~~collected~~ terrain data, satellite imagery and scanned media. ~~Labs will analyze data collected in the field using Global Positioning Systems (GPS) and from various agencies, process and post- process collected data; address issues of accuracy and use of GPS in planning.~~
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	~~EXPR - EXPR (Experimental)~~
General Education Component	_x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Earth, Environmental and Geospatial Sciences
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 375
Course Title	Data Acquisition and Integration Methods for GIS Analysis
Description	Acquisition of spatial data and its incorporation into analytical frameworks for geological and geographic analysis. Use of Geographic Information Systems (GIS) for mapping and data analysis, development of practical skills (such as programming) for work with terrain data, satellite imagery and scanned media.
Pre/ Co Requisites	Prereq GEP 204 or GEP 205 or departmental permission
Credits	3
Hours	4 (2 hrs lecture, 2 hrs lab)
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

The course description was changed to address modern needs for students in data acquisition and integration. For example, the addition of Python programming will make our students more marketable. The emphasis on acquiring and integrating data from multiple online sources will prepare our students for a wide variety of careers. This is an advanced course that requires students to have background in GIS. The pre-requisite is added to ensure that students are prepared to succeed in the course. The course has been taught many times and thus the EXPR - EXPR (Experimental) attribute should be removed.

5. **Date of departmental approval:** September 9, 2024

LEHMAN COLLEGE
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DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

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

2.

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	ECO/BBA 123
Course Title	Generative AI Tools in Business
Description	Generative AI tools, including OpenAI's ChatGPT, Microsoft Copilot, DALL-E, Whisper, and Sora, explores the tools' capabilities, effective use, and ethical implications of AI tools and technologies.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

Generative artificial intelligence (AI) promises to revolutionize all business operations, from streamlining processes to fostering creativity and personalization. As reported by the Boston Consulting Group (https://www.bcg.com/capabilities/artificial-intelligence/generative-ai), generative AI has " the potential to transform entire industries. To be an industry leader in five years, you need a clear and compelling generative AI strategy today." According to a report by Mckinsey & Co. (https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/the-economic-potential-of-generative-ai-the-next-productivity-frontier#introduction), "generative AI is poised to transform roles and boost performance across functions such as sales and marketing, customer operations, and software development. In the process, it could unlock trillions of dollars in value across sectors from banking to life sciences." To maintain or gain a competitive edge, all business leaders and entrepreneurs must understand what AI is, its capabilities, and its usage. This course aims to provide an understanding of the topics at an introductory level through hands-on projects.

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

- Understand the fundamental concepts of AI and Generative AI.
- Gain proficiency in leading AI tools to enhance productivity and creativity.
- Address ethical concerns and understand the impact of AI in various fields.
- Develop skills to integrate AI tools into professional and personal projects.

5. **Date of Departmental Approval:**
Management and Business Innovation: 9/11/2024
Finance, Information Systems, and Economics: 8/30/2024

LEHMAN COLLEGE
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DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

1. **Type of change:** Change of Experimental to Permanent Course,

2.

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	BBA 131
Course Title	Introduction to Real Estate Investment
Description	Real estate acquisition, development, and valuation. NOTE: Includes project-based, experiential, and off-campus activities.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**

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

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) Describe different types of real estate and key players in the real estate market;
(3) Discuss the various types of acquisitions, the process, and key players involved in acquisition of a property;
(4) Use analytical tools to conduct basic asset valuation and perform an analysis of a profit and loss statement;
(5) Articulate the fundamentals of property management and key metrics and tools used in annual and long-term property asset performance measurements;
(6) Use communication and presentation tools for effective business presentations;

5. **Date of Departmental Approval:** 9/11/2024

LEHMAN COLLEGE
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DEPARTMENT OF MANAGEMENT AND BUSINESS INNOVATION

CURRICULUM CHANGE

1. **Type of change:** Change of Experimental to Permanent Course
2.

Department(s)	Management and Business Innovation
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Business
Course Prefix & Number	ECO/BBA 195
Course Title	Introduction to Python for Business
Description	Python programming while incorporating key business concepts in Finance, Economics, Marketing, and Strategic Management.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
By combining Python programming with fundamental business concepts in Finance, Economics, Marketing, and Strategic Management, the course equips Business Majors

with valuable skills and knowledge that are highly relevant in the modern business landscape and offers a unique opportunity to develop sought-after skills, enabling them to stand out in the job market. The Bureau of Labor Statistics projects a 22% job growth rate between 2019 and 2029. Demand for Python skills has increased by 41% worldwide.

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

1. Explain Python's basic principles, syntax, and essential data types.
2. Utilize variables, expressions, and operators to compute and manipulate data.
3. Implement control flow structures such as if-else statements and loops to control the flow of program execution.
4. Create and use functions to modularize code and enhance reusability.
5. Apply Python for various programming tasks and problem-solving scenarios in business and economics so students can gain confidence in writing Python programs independently.

5. **Date of Departmental Approval:**

Management and Business Innovation: 9/11/2024
Finance, Information Systems, and Economics: 9/13/2024

LEHMAN COLLEGE
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DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE, AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Multimedia Performing Arts, B.F.A.
Hegis Number: 1008.00
Program Code: 02599
Effective Term: Fall 2025

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

2. **From:**

60 Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Complete ALL of the following Courses:

- THE 204 - Production Workshop
- THE 205 - Voice for the Stage
- THE 208 - Acting I
- THE 235 - Stagecraft
- DNC 225 - Tools for Digital Storytelling
  OR THE 225 - Tools for Digital Storytelling
- DNC 220 - Movement for Actors and Dancers
  OR THE 220 - Movement for Actors and Dancer
- DNC 306 - Production Workshop II
  OR THE 306 - Production Workshop II
- DNC 323 - Improvisation
  OR THE 323 - Improvisation
- DNC 425 - Devised Multimedia Performance
  OR THE 425 - Devised Multimedia Performance
- DNC 495 - Multimedia Performing Arts Project
  OR THE 495 - Multimedia Performing Arts Project

Earn at least 2 credits from the following:

- DNC 270 - Creative Process Lab: Ensemble Collaboration
  OR DNC 280 - Creative Process Lab: Solo and Small Group Work
  OR THE 280 - Creative Process Lab: Solo and Small Group Work

Dance Track

Complete ALL of the following Courses:

- DNC 230 - Body and Wellness I
  OR THE 230 - Body and Wellness I
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History
- DNC 445 - Advanced Student Performance Workshop

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 210 – Street Styles I
- DNC 322 – Street Styles II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I
- DNC 317 - Special Topics in Latin Dance

Earn at least 1 credit from the following:

- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 1 credit from the following:

- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II

Earn at least 1 credit from the following:

- DNC 240 - Technique Workshop: Street Styles I
- DNC 332 - Technique Workshop: Street Styles II

Earn at least 1 credit from the following:

- DNC 208 - Technique Workshop Latin Dance I
- DNC 318 - Technique Workshop: Latin Dance II

Earn at least 3 credits from the following:

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professional
- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts
- DNC 460 - Advanced Technique Practicum

Earn at least ~~5~~ credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)
- Theatre Electives 200 to 400 Level (except THE 241)
  Selected in Consultation with an Advisor

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

Theatre Track

Complete ALL of the following Courses:

- THE 211 - Play Analysis
- THE 305 - Advanced Voice for the Stage
- THE 309 - Digital Storytelling
- THE 326 - History of the Theatre I
- THE 331 - Acting I
- THE 335 - Directing I
- THE 344 - Acting for the Camera
- ~~THE 348 - Performing Arts Management~~

Earn at least 3 credits from the following:

- THE 238 - ~~African American~~ Theatre
- THE 243 - Queer ~~Theatre~~
- THE 312 - Latin~~X~~ Theatre
- THE 327 - History of The Theatre I
- THE 328 - History of Musical Theatre
- THE 443 - Studies in Contemporary Theatre
- DNC 420 - Dance History
- THE 328 - History of Musical Theatre

Earn at least 3 credits from the following:

- THE 370 - Theatre Internship
- THE 314 - Advanced Production and Design Workshop
- THE 324 - Social Media for the Creative Arts Professional
- THE 449 - Working in the Performing Arts
- THE 492 - Research Project in Theatre

Electives

Earn at least 5 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235)
- Theatre Electives 200 to 400 Level (except THE 241)
  Selected in Consultation with an Advisor

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

3. To: <u>Underline</u> the changes

60 Credit Major in Multimedia Performing Arts, B.F.A.

The interdisciplinary Major in Multimedia Performing Arts leads to the Bachelor of Fine Arts degree (B.F.A.). The major provides training in multimedia performing arts including dance, theatre and film. The required courses and credits are distributed as follows:

Complete ALL of the following Courses:

- THE 204 - Production Workshop
- THE 205 - Voice for the Stage

- THE 208 - Acting I
- THE 235 - Stagecraft
- DNC 225 - Tools for Digital Storytelling
  OR THE 225 - Tools for Digital Storytelling
- DNC 220 - Movement for Actors and Dancers
  OR THE 220 - Movement for Actors and Dancer
- DNC 306 - Production Workshop II
  OR THE 306 - Production Workshop II
- DNC 323 - Improvisation
  OR THE 323 - Improvisation
- DNC 425 - Devised Multimedia Performance
  OR THE 425 - Devised Multimedia Performance
- DNC 495 - Multimedia Performing Arts Project
  OR THE 495 - Multimedia Performing Arts Project

Earn at least 2 credits from the following:

- DNC 270 - Creative Process Lab: Ensemble Collaboration
  OR DNC 280 - Creative Process Lab: Solo and Small Group Work
  OR THE 280 - Creative Process Lab: Solo and Small Group Work

Dance Track

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- DNC 230 - Body and Wellness I
  OR THE 230 - Body and Wellness I
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History
- DNC 445 - Advanced Student Performance Workshop

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 210 – Street Styles I

- DNC 322 – Street Styles II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I
- DNC 317 - Special Topics in Latin Dance

Earn at least 1 credit from the following:

- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 1 credit from the following:

- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II

Earn at least 1 credit from the following:

- DNC 240 - Technique Workshop: Street Styles I
- DNC 332 - Technique Workshop: Street Styes II

Earn at least 1 credit from the following:

- DNC 208 - Technique Workshop Latin Dance I
- DNC 318 - Technique Workshop: Latin Dance II

Earn at least 3 credits from the following <u>Professional Practices classes:</u>

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professional
- <u>THE 348 - Performing Arts Management</u>
- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts
- DNC 460 - Advanced Technique Practicum

Earn at least <u>4</u> credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)
- Theatre Electives 200 to 400 Level (except THE 241)

Selected in Consultation with an Advisor

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

Theatre Track

Fulfill ALL of the following requirements:

Complete ALL of the following Courses:

- THE 211 - Play Analysis
- THE 305 - Advanced Voice for the Stage
- THE 309 - Digital Storytelling
- THE 326 - History of the Theatre I
- THE 331 - Acting I
- THE 335 - Directing I
- THE 344 - Acting for the Camera

Earn at least 3 credits from the following History classes:

- THE 238 – Africana Theatre
- THE 243 - Queer Performance
- THE 312 - Latinx Theatre
- THE 327 - History of The Theatre I
- THE 328 - History of Musical Theatre
- THE 443 - Studies in Contemporary Theatre
- DNC 420 - Dance History
- THE 328 - History of Musical Theatre

Earn at least 3 credits from the following Professional Practices classes:

- THE 370 - Theatre Internship
- THE 314 - Advanced Production and Design Workshop
- THE 324 - Social Media for the Creative Arts Professional
- THE 348 - Performing Arts Management
- THE 449 - Working in the Performing Arts
- THE 492 - Research Project in Theatre

Electives

Earn at least 5 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235)
- Theatre Electives 200 to 400 Level (except THE 241)

Selected in Consultation with an Advisor

Additional Comments:

- It is recommended that students take DNC 235, DNC 222 or THE 241 to fulfill a General Education Requirement. DNC 235, DNC 222 and THE 241 may not count as electives within the Multimedia Performing Arts BFA.

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

We are reducing the number of elective credits for the dance track of the Multimedia Performing Arts BFA from five credits to four credits because we have added an additional credit to the DNC (THE) Body and Wellness class which will take up more space in the core requirements.

THE 348: is better suited in our Professional Practices Required Curriculum, therefore we are moving it from being an elective to this category.

To correspond to the new names of courses in the major, we updated the following course names: THE 238 - Africana Theatre, THE 243 - Queer Performance, and THE 312 - Latinx Theatre.

THE 270 is being added to correct a mistake in the bulletin.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
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DEPARTMENT OF_MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Dance, B.A.
Hegis Number: 1008.00
Program Code: 02586
Effective Term: Fall 2025

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

2. **From:** ~~Strikethrough~~ the changes

~~42~~-Credit Major in Dance, B.A.

Earn at least 20 credits from the following:

- THE 204 - Production Workshop
- DNC 220 - Movement for Actors and Dancers
  OR THE 220 - Movement for Actors and Dancers
- THE 235 - Stagecraft
- DNC 230 - Body and Wellness I
  OR THE 230 - Body and Wellness I
- DNC 306 - Production Workshop II
  OR THE 306 - Production Workshop II
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History
- DNC 445 - Advanced Student Performance Workshop
- DNC 451 - Choreographic Workshop II
- DNC 445 may be repeated for up to 3 credits

Earn at least 2 credits from the following:

- DNC 270 - Creative Process Lab: Ensemble Collaboration
  OR DNC 280 - Creative Process Lab: Solo and Small Group Work
  OR THE 280 - Creative Process Lab: Solo and Small Group Work

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 210 – Street Styles I
- DNC 322 – Street Styles II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I
- DNC 317 - Special Topics in Latin Dance

Earn at least 2 credits from the following:

- DNC 208 - Technique Workshop Latin Dance I
- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 240 - Technique Workshop: Street Styles I
- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II
- DNC 318 - Technique Workshop: Latin Dance II
- DNC 332 - Technique Workshop: Street Styles II
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professiona
- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts
- DNC 460 - Advanced Technique Practicum

Electives

Earn at least 3 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)

~~**Earn at least 3 credits from the following:**~~

- ~~THE 348 - Performing Arts Management~~

Additional Comments:

- DNC 235 Dance Perspectives and DNC 222 Body and Society cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives and DNC 222 Body and Society to fulfill general education requirements.

3. **To:** Underline the changes

43-Credit Major in Dance, B.A.

Earn at least 21 credits from the following:

- THE 204 - Production Workshop
- DNC 220 - Movement for Actors and Dancers
  OR THE 220 - Movement for Actors and Dancers
- THE 235 - Stagecraft
- DNC 230 - Body and Wellness I
  OR THE 230 - Body and Wellness I
- DNC 306 - Production Workshop II
  OR THE 306 - Production Workshop II
- DNC 345 - Choreography and Improvisation
- DNC 420 - Dance History
- DNC 445 - Advanced Student Performance Workshop
- DNC 451 - Choreographic Workshop II
- DNC 445 may be repeated for up to 3 credits

Earn at least 2 credits from the following:

- DNC 270 - Creative Process Lab: Ensemble Collaboration
  OR THE 270 - Creative Process Lab: Ensemble Collaboration
  OR DNC 280 - Creative Process Lab: Solo and Small Group Work
  OR THE 280 - Creative Process Lab: Solo and Small Group Work

Earn at least 3 credits from the following:

- DNC 251 - West African and Diasporic Dance I
- DNC 356 - West African and Diasporic Dance II

Earn at least 3 credits from the following:

- DNC 210 – Street Styles I
- DNC 322 – Street Styles II

Earn at least 3 credits from the following:

- DNC 211 - Modern Dance/Ballet I
- DNC 311 - Modern Dance/Ballet II

Earn at least 3 credits from the following:

- DNC 207 - Special Topics in Latin Dance I
- DNC 317 - Special Topics in Latin Dance

Earn at least 2 credits from the following:

- DNC 208 - Technique Workshop Latin Dance I
- DNC 213 - Technique Workshop: Modern Dance/Ballet I
- DNC 240 - Technique Workshop: Street Styles I
- DNC 261 - Technique Workshop: West African and Diasporic Dance I
- DNC 313 - Technique Workshop: Modern Dance/Ballet II
- DNC 318 - Technique Workshop: Latin Dance II
- DNC 332 - Technique Workshop: Street Styles II
- DNC 366 - Technique Workshop: West African and Diasporic Dance II

Earn at least 3 credits from the following <u>Production Practices classes</u>:

- DNC 314 - Advanced Production and Design Workshop
- DNC 324 - Social Media for the Creative Arts Professional
- <u>THE 348 - Performing Arts Management</u>
- DNC 371 - Dance Internship
- DNC 449 - Working in the Performing Arts
- DNC 460 - Advanced Technique Practicum

Electives

Earn at least 3 credits from the following:

- Dance Electives 200 to 400 Level (except DNC 235 and 222)

Additional Comments:

- DNC 235 Dance Perspectives and DNC 222 Body and Society cannot be used to fulfill the Dance Elective but it is recommended that students take DNC 235 Dance Perspectives and DNC 222 Body and Society to fulfill general education requirements.

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

We have changed the credit hours for Body and Wellness I from two credits to three credits to reflect the coursework that students experience in that class. As a result, we are increasing the number of credits for the major by one to reflect this shift. We have realized over the past few years that the workload for students in this course would be more appropriate at 3 credits rather than 2 credits. This forms a foundational base of injury prevention and wellness needed for our other courses. Increasing the credits honors this important work. For example, when we first created the course, it was stand alone. It has since grown into a whole minor. In this course, students learn about anatomy, movement analysis, the relationship of movement and breath, explore how yoga practice enhances performance practice, and is a place for students to train in techniques of performance presence. Since this class in required for dance, theater, and now also students in the new Music Technology BA, the amount of content that it needs to address has grown over the years. When the course was originally formulated, we focused mostly on learning about different approaches to somatic learning. As the other parts of our curriculum have developed in recent years, the scope of the course has expanded to include integrative performance practices that incorporate a wider range of approaches. This has increased the workload for students. An example of this is their final exam which used to be a report about a type of somatic practice that we covered. Now students are taking it further and applying a concept from one of these practices and applying it to some aspect of their creative practice. They then connect that to the Yoga Sutras, the foundation of Yoga Philosophy, and present their findings to the class in addition to an essay. This is one example of how the increased scope of the course, and the expanded role it plays in our curriculum turns into an increased workload for the students we think would be best suited with the increase in credit hours. Additionally, we are hearing from students that the course will be more attractive and fit into schedules better with this number of credits. Since increasing our numbers is crucial at this point, and this shift is also needed because of the increased course work, we feel this will better serve our students and accurately reflect the work.

THE 348: is better suited in our Professional Practices Required Curriculum, therefore we are moving it from being an elective to this category.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Theatre, BA
Hegis Number: 1007.00
Program Code: 02646
Effective Term: Fall 2025

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

2. **From:** ~~Strikethrough~~ the changes

Complete ALL of the following Courses:

THE 204 - Production Workshop

THE 205 - Voice for the Stage

THE 208 - Acting I

THE 211 - Play Analysis

THE 235 - Stagecraft

THE 306 - Production Workshop II

THE 308 - Playwriting

THE 326 - History of the Theatre I

THE 327 - History of The Theatre II

~~THE 348 - Performing Arts Management~~

Fulfill ALL of the following requirements:

Earn at least 3 credits from the following:

THE 314 - Advanced Production and Design Workshop

THE 324 - Social Media for the Creative Arts Professional

DNC 324 - Social Media for the Creative Arts Professional

THE 370 - Theatre Internship

THE 449 - Working in the Performing Arts

Earn at least 2 credits from the following:

DNC 270 - Creative Process Lab: Ensemble Collaboration
OR THE 280 - Creative Process Lab: Solo and Small Group Work
OR DNC 280 - Creative Process Lab: Solo and Small Group Work

Complete at least 1 of the following:

Flexible Electives Option

Earn at least 12 credits from the following:

Theatre Flexible Electives

Students can substitute up to 3 credits of DNC courses for 3 credits of THE.

At least 6 flexible THE elective credits must be at the 300-400 level.

THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.

12 elective credits selected in consultation with a Theatre faculty advisor.

OR

Liberal Arts Electives Option

Earn at least 12 credits from the following:

THE 238 - African ~~American~~ Theatre

THE 243 - Queer ~~Theatre~~

THE 312 - Latin~~X~~ Theatre

THE 328 - History of Musical Theatre

THE 332 - Theatre Theory

THE 408 - Advanced Playwriting Workshop

THE 440 - Shakespeare on Stage

THE 442 - Studies in Modern Theatre

THE 443 - Studies in Contemporary Theatre

THE 454 - Special Studies in Theatre

THE 485 - Theatre Honors

THE 492 - Research Project in Theatre

ENG 226 - Shakespeare Now

ENG 312 - Shakespeare in Context

ENG 334 - Drama

ENG 348 - Western Traditions--Drama

DNC 420 - Dance History

FRE 346 - Modern French and Francophone Theater

Additional Comments:

Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option.

3. **To:** Underline the changes

Complete ALL of the following Courses:

THE 204 - Production Workshop

THE 205 - Voice for the Stage

THE 208 - Acting I

THE 211 - Play Analysis

THE 235 - Stagecraft

THE 306 - Production Workshop II

THE 308 - Playwriting

THE 326 - History of the Theatre I

THE 327 - History of The Theatre II

THE 344 - Acting for the Camera

Fulfill ALL of the following requirements:

Earn at least 3 credits from the following Professional Practices classes:

THE 314 - Advanced Production and Design Workshop

THE 324 - Social Media for the Creative Arts Professional

DNC 324 - Social Media for the Creative Arts Professional

THE 348 - Performing Arts Management

THE 370 - Theatre Internship

THE 449 - Working in the Performing Arts

Earn at least 2 credits from the following:

DNC 270 - Creative Process Lab: Ensemble Collaboration
OR THE 280 - Creative Process Lab: Solo and Small Group Work
OR DNC 280 - Creative Process Lab: Solo and Small Group Work

Complete at least 1 of the following:

Flexible Electives Option

Earn at least 12 credits from the following:

Theatre Flexible Electives

Students can substitute up to 3 credits of DNC courses for 3 credits of THE.

At least 6 flexible THE elective credits must be at the 300-400 level.

THE 241 may not count as an elective for the Theatre BA but it is recommended that students take THE 241 to fulfill a General Education Requirement.

12 elective credits selected in consultation with a Theatre faculty advisor.

OR

Liberal Arts Electives Option

Earn at least 12 credits from the following:

THE 238 - Africana Theatre

THE 243 - Queer Performance

THE 312 - Latinx Theatre

THE 328 - History of Musical Theatre

THE 332 - Theatre Theory

THE 408 - Advanced Playwriting Workshop

THE 440 - Shakespeare on Stage

THE 442 - Studies in Modern Theatre

THE 443 - Studies in Contemporary Theatre

THE 454 - Special Studies in Theatre

THE 485 - Theatre Honors

THE 492 - Research Project in Theatre

ENG 226 - Shakespeare Now

ENG 312 - Shakespeare in Context

ENG 334 - Drama

ENG 348 - Western Traditions--Drama

DNC 420 - Dance History

FRE 346 - Modern French and Francophone Theater

Additional Comments:

Theatre BA students who are pursuing the Minor-to-Masters program in Early Childhood and Childhood Education must select the Liberal Arts Electives Option.

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

We have added the title “Professional Practices” to this grouping of classes to give students a better sense of the purpose of this class group in the curriculum. This illuminates that professionalization path that we are also encouraging in our new Performing Arts Management Minor.

THE 348 is better suited in our Professional Practices Required Curriculum, therefore we are switching out THE 348 for THE 344 in the Professional Practices line.

THE 344 Screen Acting is now included in the required courses for the BA as it is now a very standard type of acting for actors and performers. After discussion with the curriculum committee, the BA in Theatre majors need this type of training in their core curriculum. Currently there is only one acting class in the overall Theatre BA major, and this would provide a second course as students need to have at least two performance-related classes for the Theatre BA.

To correspond to the new names of courses in the major, we updated the following course names: THE 238 - Africana Theatre, THE 243 - Queer Performance, and THE 312 - Latinx Theatre.

THE 270 is being added to correct a mistake in the bulletin.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Mind-Body Wellness Minor
Effective Term: Fall 2025

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

2. **From:** ~~Strikethrough~~ the changes

Complete ALL of the following Courses:

- DNC 222 - The Body and Society
- DNC 230 - Body and Wellness I
  OR THE 230 - Body and Wellness I
- DNC 330 - Body and Wellness II
  OR THE 330 - Body and Wellness II
- ~~DNC 340 - Mind-Body Connection~~

Elective Courses

~~Two~~ additional credits in Dance.

3. **To:** Underline the changes

Complete ALL of the following Courses:

- DNC 222 - The Body and Society
- DNC 230 - Body and Wellness I
  OR THE 230 - Body and Wellness I
- DNC 330 - Body and Wellness II
  OR THE 330 - Body and Wellness II

Elective Courses

Three additional credits in Dance.

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

Changing the requirements from four courses with an additional two credits of dance credits, to three courses with an additional three credits in dance will make the minor more attractive to students. It will provide them with more ease of scheduling and also more flexibility in choosing their elective option. We are removing Mind-Body Connection from the minor because, while we value the inter-departmental collaboration that this began with, it will ultimately make more cohesive sense for success of the minor for the courses to be within our program. Although, we will still inform students about that wonderful course as an option to further their studies.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

Name of Program and Degree Award: Theatre Minor

Effective Term: Fall 2025

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

2. **From:** ~~Strikethrough~~ the changes

Complete ALL of the following Courses:

THE 208 Acting I (3 credits)

~~THE 235 Stagecraft (3 credits)~~

~~Plus an additional 6 credits in theatre at the 300 or 400-level.~~

Courses can be chosen from categories such as directing, acting for the camera, multimedia production and design, history, and upper division acting courses that incorporate both in-classroom study and practical workshops in consultation with a theatre advisor

3. **To:** Underline the changes

Complete ALL of the following Courses:

THE 208 Acting I (3 credits)

Plus 9 additional credits in theatre, 6 of those credits at the 300 or 400-level.

Courses can be chosen from categories such as directing, acting for the camera, multimedia production and design, history, and upper division acting courses that incorporate both in-classroom study and practical workshops in consultation with a theatre advisor.

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

Changing the requirements from two courses with an additional six credits of 300 or 400 level Theatre courses, to one required course with an additional 9 credits in theatre, 6 of those credits at the 300 or 400-level will make the minor more attractive to students. It will provide them with more ease of scheduling and also more flexibility in choosing their elective option. We are removing Stagecraft from the minor because, while we value the inter-departmental collaboration that this began with, it will ultimately make more cohesive sense for success of the minor for the courses to be within our program.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE

OF THE

CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *credits*

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance / Theatre
Course Prefix & Number	DNC/THE 230
Course Title	Body and Wellness I
Description	Beginning-level research, analysis and practice of breathing and movement techniques to improve well-being. Students will explore embodied learning through the lens of different somatic traditions.
Pre/ Co Requisites	
Credits	~~2~~
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance / Theatre
Course Prefix & Number	DNC/THE 230
Course Title	Body and Wellness I
Description	Beginning-level research, analysis and practice of breathing and movement techniques to improve well-being. Students will explore embodied learning through the lens of different somatic traditions.
Pre/ Co Requisites	
Credits	3

Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

We have realized over the past few years that the workload for students in this course would be more appropriate at 3 credits rather than 2 credits. This forms a foundational base of injury prevention and wellness needed for our other courses. Increasing the credits honors this important work. For example, when we first created the course, it was stand alone. It has since grown into a whole minor. In this course, students learn about anatomy, movement analysis, the relationship of movement and breath, explore how yoga practice enhances performance practice, and is a place for students to train in techniques of performance presence. Since this class in required for dance, theater,

and now also students in the new Music Technology BA, the amount of content that it needs to address has grown over the years. When the course was originally formulated, we focused mostly on learning about different approaches to somatic learning. As the other parts of our curriculum have developed in recent years, the scope of the course has expanded to include integrative performance practices that incorporate a wider range of approaches. This has increased the workload for students. An example of this is their final exam which used to be a report about a type of somatic practice that we covered. Now students are taking it further and applying a concept from one of these practices and applying it to some aspect of their creative practice. They then connect that to the Yoga Sutras, the foundation of Yoga Philosophy, and present their findings to the class in addition to an essay. This is one example of how the increased scope of the course, and the expanded role it plays in our curriculum turns into an increased workload for the students we think would be best suited with the increase in credit hours.

Additionally, we are hearing from students that the course will be more attractive and fit into schedules better with this number of credits. Since increasing our numbers is crucial at this point, and this shift is also needed because of the increased course work, we feel this will better serve our students and accurately reflect the work.

5. **Date of departmental approval:** 9/24/2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

1. **Type of Change:** *credits*

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance / Theatre
Course Prefix & Number	DNC/THE 330
Course Title	Body and Wellness II
Description	Advanced study and practice of breathing and movement techniques to improve well-being. Students will explore embodied learning through the lens of different somatic traditions.
Pre/ Co Requisites	DNC (THE) 230 or Departmental permission.
Credits	~~2~~
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Dance / Theatre
Course Prefix & Number	DNC/THE 330
Course Title	Body and Wellness II
Description	Advanced study and practice of breathing and movement techniques to improve well-being. Students will explore embodied learning through the lens of different somatic traditions.
Pre/ Co Requisites	DNC / THE 230 or Departmental permission.

Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

We have realized over the past few years that the workload for students in this course would be more appropriate at 3 credits rather than 2 credits. This forms a foundational base of injury prevention and wellness needed for our other courses. Increasing the credits honors this important work. For example, when we first created the course, it was stand alone. It has since grown into a whole minor. In this course, students learn about anatomy, movement analysis, the relationship of movement and breath, explore how yoga practice enhances performance practice, and is a place for students to train in techniques of performance presence. Since this class in required for dance, theater,

and now also students in the new Music Technology BA, the amount of content that it needs to address has grown over the years. When the course was originally formulated, we focused mostly on learning about different approaches to somatic learning. As the other parts of our curriculum have developed in recent years, the scope of the course has expanded to include integrative performance practices that incorporate a wider range of approaches. This has increased the workload for students. An example of this is their final exam which used to be a report about a type of somatic practice that we covered. Now students are taking it further and applying a concept from one of these practices and applying it to some aspect of their creative practice. They then connect that to the Yoga Sutras, the foundation of Yoga Philosophy, and present their findings to the class in addition to an essay. This is one example of how the increased scope of the course, and the expanded role it plays in our curriculum turns into an increased workload for the students we think would be best suited with the increase in credit hours.

Additionally, we are hearing from students that the course will be more attractive and fit into schedules better with this number of credits. Since increasing our numbers is crucial at this point, and this shift is also needed because of the increased course work, we feel this will better serve our students and accurately reflect the work.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	THE
Course Prefix & Number	THE 235
Course Title	Stagecraft
Description	Stagecraft as a foundation for theatre production, including a survey of each area of scenography (including construction of scene, costume, lighting, multimedia and sound) and stage management.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	THE
Course Prefix & Number	THE 235
Course Title	Stagecraft
Description	Stagecraft as a foundation for theatre production, including a survey of each area of scenography (including construction of scene, costume, lighting, multimedia and sound) and stage management.
Pre/ Co Requisites	Co-Requisite with THE 204
Credits	3

Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

Currently, THE 204 and THE 235 are separate courses and we want students to take them together as the skill sets are complimentary and should be taken simultaneously to provide an enhanced educational experience for the students.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	THE
Course Prefix & Number	THE 204
Course Title	Production Workshop I
Description	Practical application of principles and theories of performance arts production for live performance including scenery, lighting, costumes, sound, multimedia, and stage management, all students are expected to be on a run crew for the duration of a production. (Can be repeated for up to 2 credits.)
Pre/ Co Requisites	
Credits	1
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__x_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	THE
Course Prefix & Number	THE 204
Course Title	Production Workshop I
Description	Practical application of principles and theories of performance arts production for live performance including scenery, lighting, costumes, sound, multimedia, and stage management, all students are expected to be on a run crew for the duration of a production. (Can be repeated for up to 2 credits.)
Pre/ Co Requisites	Co-Requisite with THE 235

Credits	1
Hours	4
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

Currently, THE 204 and THE 235 are separate courses and we want students to take them together as the skill sets are complimentary and should be taken simultaneously to provide an enhanced educational experience for the students.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 238
Course Title	African ~~American~~ Theatre
Description	Contemporary African American plays and playwrights. The changing image of African Americans from the stereotypes of early American theatre to contemporary representations
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 238
Course Title	Africana Theatre
Description	Contemporary African American plays and playwrights. The changing image of African Americans from the stereotypes of early American theatre to contemporary representations
Pre/ Co Requisites	
Credits	3

Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

To be in line with the Africana Studies Department title and to be in line with materials covered in the course. The course covers Africana Diasporic Theatre including but not limited to theatre created in the African, European, Caribbean, and American theatre tradition.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MUSIC, MULTIMEDIA, THEATRE AND DANCE

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 243
Course Title	Queer ~~Theatre~~
Description	~~Gay, lesbian, bisexual, and transgendered drama from Christopher Marlowe through Mae West to the present.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition

	____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:** Underline the changes

Department(s)	Music, Multimedia, Theatre and Dance
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Theatre
Course Prefix & Number	THE 243
Course Title	Queer Performance
Description	In this course, we will read, watch, analyze, and discuss a diverse body of LGBTQIA+ theater, dance, and performance work under the ever-changing umbrella of queer performance.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No

Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

We are changing the name to reflect the diversity of our program to include a wider range of performance platforms, mediums and genres.

5. **Date of departmental approval:** 9/24/24

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

SCHOOL OF NATURAL AND SOCIAL SCIENCES

CURRICULUM CHANGE

1. **Type of change:** *description, credits, and hours*

2. **From:**

Department(s)	School of Natural and Social Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Science and Scientific Research in the Biomedical Sciences
Course Prefix & Number	NSS 200
Course Title	Biomedical Research and Career Seminar
Description	For students in the Research Initiative for Scientific Enhancement (RISE) programs, although open to all qualified students. NSS 200 will focus on activities that help prepare students for success in graduate school and in a scientific career with a specific focus on Biomedical research. This course is designed as a combination “workshop” and “seminar” with alternating biweekly workshop activities and invited speakers who present their research from different scientific disciplines. RISE scholars are required to enroll each semester in the seminar as part of the condition of remaining as a RISE scholar. May be repeated for a maximum of ~~4~~ credits.
Pre/ Co Requisites	CHE 166 & CHE 169, BIO 166 & BIO 167, and permission by course instructors, who are faculty members of the RISE program.
Credits	~~1~~
Hours	~~1~~
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

	____ Scientific World

3. **To:**

Department(s)	School of Natural and Social Sciences
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Science and Scientific Research in the Biomedical Sciences
Course Prefix & Number	NSS 200
Course Title	Biomedical Research and Career Seminar
Description	For students in the Research Initiative for Scientific Enhancement (RISE) programs, although open to all qualified students. NSS 200 will focus on activities that help prepare students for success in graduate school and in a scientific career with a specific focus on Biomedical research. This course is designed as a combination “workshop” and “seminar” with alternating biweekly workshop activities and invited speakers who present their research from different scientific disciplines. RISE scholars are required to enroll each semester in the seminar as part of the condition of remaining as a RISE scholar. May be repeated up to 4 times for a maximum of 12 credits.
Pre/ Co Requisites	CHE 166 & CHE 169, BIO 166 & BIO 167, and permission by course instructors, who are faculty members of the RISE program.
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

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

In 2023 the NIH RISE program changed to the U-RISE program, which funds eight students/year for up to three years each instead of the original six students/year for up to two years each. U-RISE also

has more extensive requirements for the U-RISE Trainees. Part of their training requires enrollment in the NSS 200 course.

The increase in the number of students coupled to the more rigorous course requirements mandated by the NIH-URISE program require us to spend more time with the students every week.

In addition to covering the original concepts of time management and self-regulation practices (that is, learning to be better learners), selection of graduate schools, understanding graduate school finances, exploration of biomedical careers and identification, ethics, preparation of personal statements and selection of summer REU opportunities the course now also needs to include the following:

- Workshops to introduce i) growth mindset, ii) effective communication skills and iii) preparing effective visuals and presenting data (6 additional hours)
- Research ethics and responsible conduct of research (6 additional hours)
- Research presentations by each student in the cohort 4 times each semester (10 additional hours)
- Journal Club meetings 4 times each semester (10 additional hours)

To facilitate these extra components, we propose to increase the number of hours of the course from 1 hours to 3 hours and the number of credits from 1 credit to 3 credits.

To facilitate the 2 year funding timeline for the students the course should now also read:

May be repeated up to 4 times for a maximum of 12 credits.

5. **Date of Approval by School Executive Committee:** September 10, 2024

LEHMAN COLLEGE
OF THE
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DEPARTMENT OF PHILOSOPHY

CURRICULUM CHANGE

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

2.

Department(s)	Philosophy
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Philosophy
Course Prefix & Number	PHI 227
Course Title	Ethics of Data Science
Description	Ethical challenges posed by collecting data and basing decisions on inferences drawn from that data, especially when aided by machine learning, as well as challenges posed by the use of generative AI to create content.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
Artificial intelligence has greatly enhanced our ability to gather, store, search, and draw inferences from data. These powers can help us to make more accurate predictions and decisions, but they can also be deployed in ways that might infringe rights and threaten other values. Lehman College does not currently offer a course specifically on the ethics of data science and AI. (Philosophy currently offers PHI 221, "Ethics in Computing and Technology," which is a course with a much broader focus. Political Science offers POL 299, "Laws, Computers, and the Internet: The Politics of Information Technology," but this course is focused on law and policy, not ethics. Computer Science currently incorporates a unit on ethics into at least one of its courses, CMP 414 "Machine Learning," but does not offer a course entirely on AI ethics.)

It is important for students studying data science, as well as for students who will work in fields where data science will play an important role, to understand both the potential benefits as well as the potential ethical objections to various ways of collecting and using data, especially since technological advances in this area are outpacing regulations. This course will acquaint students with philosophical theories of the rights and other values that might be compromised by uses of data in the context of AI, and also enable students to use the methods of philosophy to arrive at their own conclusions about the proper and improper uses of these new technologies.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Articulate recent developments in data science, such as using machine learning to detect patterns in data, and emerging controversies about the use of new artificial intelligence tools.
- Recognize the choices that must be made at each stage of a data science project, and how even seemingly technical choices can still raise moral questions.
- Theorize philosophically about the nature and scope of various moral rights and values.
- Apply the methods of moral philosophy and gain practice using those methods to arrive at and defend conclusions of one's own about controversial applications of artificial intelligence.

5. **Date of Departmental Approval:** September 23, 2024

CUNY Common Core
Course Submission Form

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

College	Lehman College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	PHI 227
Course Title	Ethics of Data Science
Department(s)	Philosophy Department
Discipline	Philosophy
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	Ethical challenges posed by collecting data and basing decisions on inferences drawn from that data, especially when aided by machine learning, as well as challenges posed by the use of generative AI to create content.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☒ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

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

Required	Flexible	
☐ English Composition	☐ World Cultures and Global Issues	☒ Individual and Society
☐ Mathematical and Quantitative Reasoning	☐ US Experience in its Diversity	☐ Scientific World
☐ Life and Physical Sciences	☐ Creative Expression	

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

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

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

Learning Outcomes In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
I. Required Core (12 credits)	
A. English Composition: Six credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
	• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
B. Mathematical and Quantitative Reasoning: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• 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.
	• Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits A course in this area must meet all the learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a life or physical science.
	• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
II. Flexible Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.	
A. World Cultures and Global Issues	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	• Analyze the historical development of one or more non-U.S. societies.
	• Analyze the significance of one or more major movements that have shaped the world's societies.
	• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	• Explain and evaluate the role of the United States in international relations.
	• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:	
	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	• Demonstrate knowledge of the skills involved in the creative process.
	• Use appropriate technologies to conduct research and to communicate.

D. Individual and Society A Flexible Core course must meet the three learning outcomes in the right column.	
Students will examine case studies drawn from the popular press as well as scholarly articles that use a variety of ethical theories and come to different conclusions about concrete ethical issues in data science.	• Gather, interpret, and assess information from a variety of sources and points of view.
After modeling argument reconstruction and evaluation during class discussion students will complete discussion board writing assignments that will ask them to analyze and evaluate the evidence presented in case studies and arguments offered in the course readings.	• Evaluate evidence and arguments critically or analytically.
Students will deliver an oral presentation that takes and defends a position on a controversial issue in the ethics of data science. They will also write a philosophy paper that defends their own position on an issue and that engages closely with at least several of the scholarly course readings. For both the presentation and the paper, students will be asked to consider the best possible objections to their own positions, and to either defend their position against these objections or to modify their position to accommodate them.	• 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:	
Students will read seminal articles in philosophy on general ethical theories, privacy, ownership of data, fairness, discrimination, and consent, and respond to reading questions asking them to identify the main points and premises in these readings. They will also use the distinctive methods of contemporary moral philosophy to arrive at and defend their own conclusions in assignments, a presentation and a paper.	• 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.
	• Examine how an individual's place in society affects experiences, values, or choices.
Nearly all of the assigned readings will make ethical arguments, at either an abstract or more applied level. Students will complete discussion board assignments that will require them to reconstruct the premises of those arguments and to evaluate the plausibility of those premises using the methods of moral philosophy.	• Articulate and assess ethical views and their underlying premises.
One of the main questions of the course is about the ethics of the collection and use of data, especially when these activities are automated. In various assignments, students will be required to articulate potential threats to privacy and other rights, and to assess the limitations of measures to safeguard those rights through informed consent and anonymization.	• Articulate ethical uses of data and other information resources to respond to problems and questions.
In discussion board assignments, presentations, and papers, students will identify and to evaluate the effects that machine-learning algorithms have on decision-making in various contexts, such as bail determinations, policing, health care, and banking.	• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course must meet the three learning outcomes in the right column.	
	• Gather, interpret, and assess information from a variety of sources and points of view.
	• Evaluate evidence and arguments critically or analytically.
	• Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:	

	• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

The Ethics of Data Science
3 Credits
PHI 227

Catalog Description: Ethical challenges posed by collecting data and basing decisions on inferences drawn from that data, especially when aided by machine learning, as well as challenges posed by using generative AI to create content.

Longer Description: When does the collection or use of data violate rights to privacy? When might adverse algorithmic decisions in contexts like bail determinations, sentencing, policing, medicine, and banking, violate a right to be treated as an individual, a right against discrimination, or a right to an explanation? Other topics include the implications of generative AI for the informational environment, climate justice, education, and employment.

Rationale: Artificial intelligence has greatly enhanced our ability to gather, store, search, and draw inferences from data. These powers can help us to make more accurate predictions and decisions, but they can also be deployed in ways that might infringe rights and threaten important values. It is important for students studying data science, as well as for students who will work in fields where data science will play an important role, to understand both the potential benefits as well as the potential ethical objections to various ways of collecting and using data, especially since technological advances in this area are outpacing regulations. This course will acquaint students with philosophical theories of the rights and other values that might be threatened by uses of AI, and also enable students to use the methods of philosophy to arrive at their own conclusions about the proper and improper uses of these new technologies.

Learning Outcomes:

- Understand recent developments in data science, such as using machine learning to detect patterns in data, and emerging controversies about the uses of new artificial intelligence tools.
- Recognize the choices that must be made at each stage of a data science project, and how even seemingly technical choices still raise ethical questions.
- Become acquainted with philosophical theorizing about the nature and scope of various moral rights.
- Learn the methods of moral philosophy and gain practice using those methods to arrive at and defend conclusions of one's own about controversial applications of artificial intelligence.

Assignments:

- Question Sets and Informal Writing Assignments: These will typically ask you to identify the main points and premises in the reading, and to evaluate the author's argument. They are due on the discussion board before each class. Students must satisfactorily complete ten over the semester.
- Book Presentations: You will select a chapter from one of the following books, explain the author's main point and summarize the supporting evidence, and evaluate the author's argument. A brief Q&A will follow.
    - Colin Koopman, How We Became Our Data (2019); Frank Pasquale, The Black Box Society (2016); Luciano Floridi, The Fourth Revolution (2014); Cathy O'Neil, Weapons of Math Destruction (2016); Virginia Eubanks, Automating Inequality (2018); Safiya Umoja Noble, Algorithms of Oppression (2018).
- Midterm Exam
- Philosophy Paper: 1,500 word minimum. See Shelly Kagan, "How to Write a Philosophy Paper," on how a philosophy paper is different from both a book or article report and from a series of reflections on a topic. You will submit a draft, and then revise and resubmit your draft in light of the instructor's feedback.

Week 1: **Introduction to moral philosophy and its methods.**

- Shelly Kagan, "Preliminaries," from Normative Ethics (1997).
- Russ Shafer-Landau, from The Fundamentals of Ethics (2023).

Ethics of Data Collection

Week 2: **What is privacy and what ways of acquiring personal information about someone, observing them, or enabling others to do so, would violate someone's right to privacy?**

- Monday
    - Judith Jarvis Thomson, "The Right to Privacy," *Philosophy & Public Affairs* (1975).
    - Andrei Marmor, "What is the Right to Privacy?" *Philosophy & Public Affairs* (2015).
- Wednesday
    - Carissa Veliz, The Ethics of Privacy and Surveillance (2023).
    - Niko Kolodny, "Privacy and Its Violation" (unpublished manuscript).

Week 3: **What mechanisms are available for preserving the anonymity of data subjects and what are the vulnerabilities of these mechanisms? In intentionally making our personal data public, have we thereby forfeited our rights against any inferences that might be drawn from this data?**

- Monday:
  - Case Studies:
    - Michael Kosinski et al., "Private Traits and Attributes Are Predictable from Digital Records of Human Behavior" *PNAS* (2013).
    - Kashmir Hill, "The Secretive Company that Might End Privacy as We Know It" (2020).
  - Michael Kearns and Aaron Roth, "Algorithmic Privacy: The Power of Randomization," from The Ethical Algorithm (2019).
- Wednesday:
  - Benedict Rumbold and James Wilson, "Privacy Rights and Public Information," *Journal of Political Philosophy* (2019).
  - Mark L. Hanin, "Privacy Rights Forfeiture," *Journal of Ethics and Social Policy (*2022).

Week 4: Who owns behavioral data? Is it the individual who generates it or the organization that collects it? When is obtaining someone's consent to the use of their data necessary, and what information must they be given for their consent to be valid?

- Monday:
  - Case Studies:
    - Nicholas Confessore, "Cambridge Analytica and Facebook: The scandal and the Fallout So Far," *The New York Times* (2018).
    - Haskmir Hill, "OKCupid Lied to Users about their Compatibility as an Experiment" (2021).
    - Adam Kramer et al., "Experimental Evidence of Massive-Scale Emotional Contagion Through Social Networks," *Proceedings of the National Academy of Sciences* (2014).

- Wednesday:
  - Shoshanna Zuboff, from The Age of Surveillance Capitalism (2019).
  - Imanol Arrieta Ibarra, Leonard Goff, Diego Jiménez, Hernández, Jaron Lanier, and E. Glen Weyl, "Should We Treat Data as Labor?" *AEA Papers and Proceedings* (2018).
  - Solon Barocas and Helen Nissenbaum, "Big Data's End Run Around Anonymity and Consent" (2014).

Algorithmic Bias

Week 5: Is there a right to be treated as an individual and not merely as a statistic, and if so, when would decisions based on demographic or other statistical evidence violate such a right?

- Monday:
  - Case Study: Kelsey Piper, "The UK Used a Formula to Predict Students' Scores for Canceled Exams."
- Wednesday:
  - Kasper Lippert-Rasmussen, "Statistical Discrimination and the Right to Be Treated as an Individual," *Journal of Ethics* (2011).
  - Erin Beeghly, "Failing to Treat Persons as Individuals," *Ergo* (2018).

Week 6: Algorithmic bias: when do decisions about distributing benefits or burdens based on algorithmic predictions wrongfully discriminate against members of protected groups?

- Monday:
  - Case studies:
    - Joy Buolamwini, "Algorithms Aren't Racist, Your Skin is Just Too Dark."
    - Nabil Hassein, "Against Black Inclusion in Facial Recognition."

- Wednesday:
  - T.M. Scanlon, Chapter 4, from Why Does Inequality Matter? (2018).
  - Michael Kearns and Aaron Roth, "Algorithmic Fairness," from The Ethical Algorithm (2019).

Week 7: What would an unbiased or fair algorithm look like?

- Monday:
  - Case Studies:
    - Julia Angwin et al., Pro Publica "Machine Bias" (2016).
    - Ziad Obermeyer et al., "Dissecting Racial Bias in an Algorithm Used to Manage the Health of Population," *Science* (2019).
- Wednesday:
  - Marcello di Bello and Collin O'Neil, "Profile Evidence, Fairness, and the Risks of Mistaken Conviction" *Ethics* (2020).
  - Lily Hu, "What is 'Race' in Algorithmic Discrimination on the Basis of Race?" *Journal of Moral Philosophy* (2023).

Is There a Right to an Explanation?

Week 8: When predictions are based on machine-learning algorithms, no one knows or even could know why the prediction was made. If we are treated adversely on the basis of such a

prediction, might this violate our right to an explanation? Do we even have such a right? If so, why?

- Monday
  - Solon Barocas and Andrew Selbst, "The Intuitive Appeal of Explainable Machines," *Fordham Law Review* (2018).
- Wednesday:
  - Kate Vredenburgh, "The Right to Explanation," *Journal of Political Philosophy* (2022).

The Ethics of Large Language Models

Week 9: LLMs raise a host of ethical challenges: the use of web-scraped data without user consent raises privacy concerns; LLMs can generate convincing yet false content, which can be used to manipulate public opinion; the automation of tasks by LLMs may lead to job displacement; training large LLMs requires significant computational power, leading to high energy consumption and a large carbon footprint.

- Monday:
  - Case Study: The use of GPT in content creation.
    - Farhad Manjoo, "How Do You Know a Human Wrote this?" *International New York Times* (2020).
- Wednesday:
  - Laura Weidinger et al., "Taxonomy of Risks Posed by Language Models," *Proceedings of the 2022 ACM Conference on Fairness, Accountability, and Transparency* (2022).
  - Joseph Keller et al., "The U.S. Must Balance Climate Justice Challenges in the Era of Artifical Intelligence" *Brookings* (2024).
  - Ariel Cohen, "AI is Pushing the World Toward an Energy Crisis," *Forbes* (2024).

Social Implications of Artificial Intelligence

Week 9: Data science is being used to deliver targeted interventions to influence our behavior? Is this wrong?

- Claire Benn and Seth Lazar, "What Wrong with Automated Influence?" *Canadian Journal of Philosophy* (2022).
- C. Thi Nguyen, Meica Magnati, and Susan Kennedy, "Twitter Gamifies the Conversation" (2023).

Week 10: Trust and Technology

- C. Thi Nguyen, "How Much Should We Trust Technology?" *New Statesman* (2021).
- Mona Simion and Christoph Kelp, "Trustworthy Artificial Intelligence," *Asian Journal of Philosophy* (2023).

Week 11: Technological Unemployment

- John Danaher, "Will Life Be Worth Living in a World Without Work? Technological Unemployment and the Meaning of Life" *Science and Engineering Ethics* (2017)
- James Lenman, "On Becoming Redundant or What Computers Shouldn't Do" *Journal of Applied Philosophy* (2001).

Week 12: The alignment problem

- Stuart Russell, Human Compatible: Artificial Intelligence and the Problem of Control (2019).

Week 13: AI and moral status: Is AI intelligent? Could it be conscious?

- David Chalmers, "Could a Large Language Model Be Conscious?" *Boston Review* (2023).
- S. Matthew Liao, "The Moral Status and Rights of Artificial Intelligence," from Ethics of Artificial Intelligence (2020).

Week 14: Artificial Intelligence, Social Media, and Freedom of Expression

- Seana Shiffrin, "A Thinker-Based Approach to Freedom of Speech" (2011).
- Eugene Volokh, Mark Lemley, and Mark Henderson, "Freedom of Speech and AI Output," *Journal of Free Speech Law* (2023).
- Tarleton Gillespie, Custodians of the Internet (2021).

Senate Meeting – November 13, 2024

Proposed Graduate Studies Report

Presenting proposals from the following departments for approval:

Department of Counseling, Leadership, Literacy and Special Education

- Reregistration of dual certification (literacy and special education) master's program to meet the new certificate standards established by the New York State Board of Regents.

Department of Earth, Environmental, and Geospatial Sciences

- Course changes: GEP 662, 640, and 675

Department of Middle and High School Education

- New course: ESC 500
- Course change: ESC 742
- Program change: MSEd, Mathematics, 7-12

Department of Speech-Language-Hearing Sciences

- Course change: SPE 722
- Program change: MA, Speech-Language Pathology with Bilingual Extension
- Program change: Advanced Certificate, Bilingual Speech-Language Pathology

Next meeting: **December 4, 2024, at 11 a.m.**

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF COUNSELING, LEADERSHIP, LITERACY, AND SPECIAL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Literacy Birth-Grade 6 and Special Education 1-6: Dual Certification, MSED
Hegis Number: 0830.00
Program Code: 36464
Effective Term: Fall 2025

1. **Type of Change:** Name of registered certificate program, degree requirements

2. **From:**

LITSE-MSED - Literacy ~~Birth-Grade 6 and~~ Special Education ~~1-6:~~ Dual Certification

Program ~~Overview~~

~~The dual certification program is designed for teachers who have already had an initial certification in elementary or childhood education. This 45-48 credit program will lead to professional certification in Literacy, Birth-Grade 6 and initial certification in teaching Students with Disabilities (SWD), Grades 1-6. The dual certification program will prepare qualified candidates to acquire knowledge, skills, expertise, and dispositions so that they can teach literacy skills to different type of learners.~~

Master's Requirements – Admission Requirements

Type: Prerequisite
Earn a minimum GPA of 3.0

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of 3.0 in the undergraduate record as a whole.

Certification

- An initial teaching certificate or qualify for initial certification within three semesters. (This requirement may be waived in some circumstances at the discretion of the program coordinator.)

Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Master's Requirements – ~~Master of Science in Education~~

Type: Completion requirement
Earn at least 45 credits

Master's Requirements – Required Courses

Type: Completion requirement
Complete ALL of the following Courses:

EDR 529 Language, Literacy, and Educational Technology
~~EDR 702 Language and Literacy Acquisition and Development of Children~~
~~EDR 712 Instructional Approaches for Language and Literacy Development in Childhood Education~~
~~EDR 722 Assessing and Evaluating Language and Literacy Development in Childhood Education~~
~~EDR 752 Teaching Comp Strategies Lit thru Children's Lit for the Diverse Learner Early Chldhd & Chldhd Edu~~
~~EDR 731 Practicum in Fostering Language and Literacy Development in Early Childhood and Childhood Education~~
~~EDE 743 Diagnosis of Difficulties in Learning Elementary School Mathematics~~
EDS 701 Understanding Individuals with Disabilities
EDS ~~709~~ Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students
EDS 741 Psycho-educational Evaluation of Children with Learning Problems
EDS 743 Behavioral Assessment, Management, and Change
EDS 719 Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
EDS 720 Student Teaching Seminar
EDR 767 Project Seminar: Research on Literacy I and II
EDR 768 Project Seminar: Research on Literacy I and II

To:

LITSE-MSED - Literacy & Special Education Dual Certification (All Grades):

Program Description

The 45-48 credit program in Literacy and Special Education leads to a Master of Science in Education degree, initial certification in Special Education (All Grades), and professional certification in Literacy Education (All Grades). The program provides a bridge between communities, families, and schools. Teachers develop a combined mastery of research, theory, and instructional practices, and articulate working visions

of the future of literacy and special education. The program prepares practitioners to work with students with special needs in a culturally diverse educational system.

Master's Requirements – Admission Requirements

Type: Prerequisite
Earn a minimum GPA of 3.0

- A bachelor's degree or equivalent from an accredited college or university.
- Demonstrated ability to pursue graduate study successfully, that is, a minimum grade average of 3.0 in the undergraduate records as a whole.

Certification

- An initial teaching certificate or qualify for initial certification within three semesters. (This may be waived in some circumstances at the discretion of the program coordinator.)

Recommendation, Essay & Interview

- An essay outlining career goals.
- Two letters of recommendation.
- An individual interview.

Master's Requirements – Completion Requirement

Type: Completion requirement
Earn at least 45 credits

Master's Requirements – Required Courses

Type: Completion requirement
Complete ALL of the following courses

EDR 529 Language, Literacy, and Educational Technology
EDR 701 Language and Literacy Acquisition and Development Across the Lifespan
EDR 711 Instructional Approaches for Language and Literacy Development Across the Lifespan
EDR 721 Assessing and Evaluating Language and Literacy Development Across the Lifespan
EDR 751 Developing Literacy through Literature
EDR 743 Practicum in Literacy Assessment, Teaching, and Learning
EDS 701 Understanding Individuals with Disabilities
EDE 715 - Learning and Teaching Mathematics in Childhood Settings: Grades I-VI
Courses
EDS 792 Curriculum and Instructional Practices for Culturally and Linguistically Diverse Childhood Students

EDS 741 Psycho-educational Evaluation of Children with Learning Problems
EDS 743 Behavioral Assessment, Management, and Change
EDS 719 Student Teaching of Diverse Learners with Disabilities in Inclusive and Specialized Settings
EDS 720 Student Teaching Seminar
EDR 767 Project Seminar: Research on Literacy I and II
EDR 768 Project Seminar: Research on Literacy I and II

4. **Rationale:**
The New York State Board of Regents established the Literacy (All Grades) certificate effective September 28, 2022. The current program leading to Literacy and Special Education dual certificate must be re-registered as a new certificate that permits individuals to teach literacy and special education in pre-Kindergarten through grade 12 in New York State public schools.

5. **Date of departmental approval:** 3/13/2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *Title, description, prerequisites*

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 662
Course Title	~~Introduction~~ ~~to~~ Programming for GISc
Description	~~P~~rogramming and scripting for Geographic Information Science (GISc) with a focus on ~~applying~~ programming methods to answer geographic questions. Students will learn how to use programming to automate geoprocessing tasks and develop new analytical tools. PREREQ: GEP 505 or instructor's permission.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	GEP
Course Prefix & Number	GEP 662
Course Title	Fundamentals of Programming for Geographic Information Science (GISc)
Description	Fundamentals of programming and scripting for Geographic Information Science (GISc) with a focus on introductory and intermediate programming methods to answer geographic questions. Students will learn how to use programming to automate geoprocessing tasks, develop new analytical tools, and complete a research or applied spatial data project.
Pre/ Co Requisites	GEP 504 or GEP 505 or instructor's permission.
Credits	3
Hours	4 (2 hours lecture, 2 hours lab)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable _____ Required _____ English Composition _____ Mathematics _____ Science _____ Flexible _____ World Cultures _____ US Experience in its Diversity _____ Creative Expression _____ Individual and Society _____ Scientific World

4. **Rationale:**

Changes are being made so that GEP 662 has the same components as its undergraduate version (GEP 362), and both can be listed as a combined section in Coursedog.

The description has been updated to move the prerequisites to the prerequisites section. In addition, the title and description have been changed to differentiate the graduate and undergraduate versions of the course, and a new prerequisite (GEP 504) has been added since it is also applicable. The new title also includes the complete spelling of GISc.

5. **Date of departmental approval:** September 9, 2024.

LEHMAN COLLEGE
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CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF EARTH, ENVIRONMENTAL, AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** *hours, description*

2. **From:**

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 640
Course Title	Urban Geography and Geographic Information Science (GISc)
Description	This course covers the contribution of geographical concepts and methods to an understanding of contemporary and future urban issues. It applies the use of GISc to the study of the internal structure of cities and urban systems, including city dynamics, classic and postmodern models, central place theory, urban migration and mobility, race, ethnicity, and gender, urban migration, poverty, industrial and post-industrial urban societies, residential segregation, land use change, gentrification, urban and suburban sprawl, housing, urban environmental issues, and regional planning. ~~Lab work involves using GISc to explore the form and function of urban areas, and to solve critical urban problems using spatial analysis.~~
Pre/ Co Requisites	
Credits	3
Hours	~~4~~
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science

	____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Earth, Environmental, and Geospatial Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	GEP
Course Prefix & Number	GEP 640
Course Title	Urban Geography and Geographic Information Science (GISc)
Description	This course covers the contribution of geographical concepts and methods to an understanding of contemporary and future urban issues. It applies the use of GISc to the study of the internal structure of cities and urban systems, including city dynamics, classic and postmodern models, central place theory, urban migration and mobility, race, ethnicity, and gender, urban migration, poverty, industrial and post-industrial urban societies, residential segregation, land use change, gentrification, urban and suburban sprawl, housing, urban environmental issues, and regional planning.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity

	____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
Changes are made so that GEP 640 has the same number of hours as its undergraduate version (GEH 340) and both can be listed as a combined section in Coursedog.

The description has been updated to better reflect what is covered in the course.

5. **Date of departmental approval:** September 9, 2024

LEHMAN COLLEGE
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DEPARTMENT OF_EARTH, ENVIRONMENTAL AND GEOSPATIAL SCIENCES

CURRICULUM CHANGE

1. **Type of Change:** description, prerequisites

2. **From:**

Department(s)	Earth, Environmental and Geospatial Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 675
Course Title	Data Acquisition and Integration Methods for GIS Analysis
Description	~~The techniques and science behind field methods commonly used for the acquisition and creation of geo-spatial data. Various techniques for data capture as well as processing and analyzing the data within a geographic information system (GIS). Labs will focus on the hardware and software needed for data creation, the integration of this information into a coherent GIS, and basic concepts of analysis including point-pattern analysis. Students will use GPS devices, mobile GIS, workstation GIS, as well as data from other sources including satellite and airborne remotely sensed data.~~
Pre/ Co Requisites	
Credits	3
Hours	4 (2 hrs lab, 2 hrs lecture)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible

	____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Earth, Environmental and Geospatial Sciences
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Geography
Course Prefix & Number	GEP 675
Course Title	Data Acquisition and Integration Methods for GIS Analysis
Description	Acquisition of spatial data and data integration issues for geological and geographic analysis. Use of Geographic Information Systems (GIS) and programming for mapping and data analysis, and integration of different data sources. Labs focus on data processing from different agencies and sources for data integration and spatial analysis.
Pre/ Co Requisites	Prereq GEP 504 or GEP 505 or Instructor's Permission
Credits	3
Hours	4 (2 hrs lab, 2 hrs lecture)
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
The course description has been revised to be more succinct and avoid over specification of topics, as recommended in Lehman's curriculum handbook. The revised course description also emphasizes the course data acquisition and integration components and clarifies the context of the application (geological and geographical analysis). Programming has become an essential skill in the GIS field and has been added to the description since it needs to be incorporated into the course to better prepare students for the job market and increase their technical skills.

The prerequisite is needed to ensure that students are prepared to succeed in the course and to cover more complex topics since this is an advanced course. The instructor spends a substantial amount of time teaching students the basics of the software and GIS in GEP 504 and GEP 505, allowing progression to more complex topics in GEP 675.

5. **Date of departmental approval:** September 9, 2024

LEHMAN COLLEGE
OF THE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2.

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Middle and High School Education
Course Prefix & Number	ESC 500
Course Title	Supervised Classroom Teaching for Special Programs
Description	One semester of supervised teaching of secondary education and TESOL P-12 candidates in sponsored alternative and provisional certification programs. Assigned in-school activities are required. (This course will use a Pass/Fail grading basis.) (May be repeated up to five times.)
Pre/ Co Requisites	Departmental permission
Credits	0
Hours	1-3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	Clinical Preparation Practicum Internship
General Education Component	_X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **Rationale:**
We are proposing a new, zero-credit course designed specifically for candidates in sponsored programs who contractually require supervision and to address some problems with the current sponsored program system while enhancing the experiences for our alternative certification students. The new course will (1) Provide the structure for pedagogically enhanced communities of practice; (2) Reduce costs for the College; and (3) Solve the substantial problem of our candidates not having a student teaching experience imprinted on their official transcripts. To enhance the electronic, pedagogical coaching experience, we would like to organize communities of alternative teacher candidates into zero-credit seminars. In addition to having an experienced coach leading the seminars, creating communities of practice where teachers can share their challenges and successes among the group members is grounded in research and best practices.

The new course will also reduce the cost of the supervision/field consulting by about 50% from current levels because it will be a more efficient use of time and resources (This translates into one-fourth of a credit per student; in our traditional teacher education programs, on-site school visits are programmed as one-half credit per student). The current system includes pay for driving time, parking, and navigating individual middle and high schools throughout the Bronx and adjacent areas. We altered our coaching system from school-site visits to electronic videos and meetings to expand Lehman College's participation in the New York City Department of Education's sponsored programs across the five boroughs. These site visits are zero-credit experiences where we pay the coaches or "field consultants" an hourly rate using non-teaching adjunct hours. These coaching visits are required in the RFP contract CUNY signed as part of the New York City Teaching Fellows/Collaborative Programs and can potentially apply to future contracts with the NYCDOE and other entities.

Lastly, the current system means that many students graduate from the program without an official student teaching experience listed in their transcript. For our graduates, the consequences are that they are unable to transfer their teaching credentials to other states and are also ineligible for advanced education programs, such as adding an additional certification to their credentials.

4. **Learning Outcomes (By the end of the course students will be expected to):**
1) Describe best practices related to the teaching of the subject matter.
2) Construct detailed lesson plans incorporating culturally responsive and sustaining pedagogy.
3) Videorecord themselves teaching the lessons to small and whole groups of adolescent or P-12 TESOL students.
4) Critically analyze the videos through the lens of teaching and learning standards.
5) Participate in pre-observation, observation, and post-observation coaching sessions.
6) Provide evidence of pedagogical improvements based on coaching feedback.

5. **Date of Departmental Approval:** August 26, 2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 742
Course Title	Research in Mathematics Education
Description	Review of the research literature; theories of learning mathematics; ~~alternative~~ assessment; technology ~~in mathematics instruction. A research paper is required.~~
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition _ _ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Middle and High School Education
Career	[ ] Undergraduate [X] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Education
Course Prefix & Number	ESC 742
Course Title	Research in Mathematics Education
Description	Review of the research literature in mathematics education, including theories of learning mathematics, assessment, and use of technology.
Pre/ Co Requisites	PREREQ: Departmental permission
Credits	3
Hours	3
Liberal Arts	[ ] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_X__ Not Applicable ____ Required ____ English Composition ___ _ Mathematics ____ Science __ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**

These changes do not alter the learning outcomes but do allow for assignments other than a research paper to meet these same learning outcomes, in alignment with the national standards for mathematics education**.**

5. **Date of departmental approval:** 2-15-2024

LEHMAN COLLEGE
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DEPARTMENT OF MIDDLE AND HIGH SCHOOL EDUCATION

CURRICULUM CHANGE

Name of Program and Degree Award: Mathematics 7-12, MSED
Hegis Number: 1701.01
Program Code: 25827
Effective Term: Fall 2025

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

2. **From:**

Mathematics 5-9 and 7-12, MSED

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied. Applicants will apply for one of 6 sequences based on their qualifications:

Sequence 1 (~~37~~–42 credits): Non-math majors: For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, but lack professional education coursework, who seek certification ~~as mathematics teachers in~~ grades 5-9.

Sequence 2 (~~44~~–49 credits): Non-math majors: For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed ~~15~~ credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics~~, but~~ who lack professional education coursework and seek certification ~~as mathematics teachers in~~ grades 7-12.

Sequence 3 (~~37~~-42 credits): Math majors: For candidates who hold a bachelor's degree in mathematics ~~only~~,-but lack professional education coursework, who seek certification ~~as mathematics teachers in~~ grades 7-12.

Sequence 4 (~~30~~-33 credits): Math majors~~; For candidates~~ with an education minor. For candidates who hold a bachelor's degree in mathematics ~~only~~, ~~and completed relevant professional education coursework~~, who seek certification ~~as mathematics teachers in~~ grades 7-12.

Sequence 5 (42 credits): Math majors: For candidates who hold a bachelor's degree in mathematics and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7-12.

Sequence 6 (45 credits): Math majors: For Residency Program candidates who hold a bachelor's degree in mathematics and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7-12.

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

2. For Sequence 1, Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken.

3. For Sequence 2, Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken.

4. For Sequence 3, ~~M~~athematics major

5. For Sequence 4, ~~candidate will present evidence of meeting~~ the NYS core requirements in educational psychology, educational foundations, literacy, technology, ~~and~~ special education, ~~including~~ supervised field experiences.

6. For Sequence 5: Mathematics major and Mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

7. For Sequence 6, submit passing scores on the New York State Content Specialty Tests (CSTs) in Mathematics and Students with Disabilities.

8. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

9. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.

10. A 500-word essay on career goals.

11. A personal interview.

Masters Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary Student Teaching
- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 602 - Introduction to Number Theory and Modern Algebra I
- MAT 655 - Exploring Mathematics Using Technology
- MAT 661 - History of Mathematics

Culminating Experience

~~**Fulfill ANY of the following requirements:**~~

Complete ~~ALL of~~ the following Course~~s~~:

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

~~**Comprehensive Examination**~~

- ~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.~~

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary Student Teaching
- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint
- MAT 604 - Application of the Real and Complex Number Systems
- MAT 637 - Topics in Discrete Mathematics
- MAT 655 - Exploring Mathematics Using Technology
- MAT 615 - Modern Algebra

Culminating Experience

~~**Fulfill ANY of the following requirements:**~~

Complete ~~ALL of~~ the following Course~~s~~:

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

~~Students who elect to write a Master's thesis must concurrently enroll in the above courses.~~

~~**Comprehensive Examination**~~

- ~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.~~

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective
- ESC 506 - Special Needs Education in TESOL and Secondary Settings
- ESC 532 - Teaching Mathematics in Middle and High School
- ESC 595 - Internship in Classroom Teaching
  AND ESC 612 - Seminar in Secondary Student Teaching

- ESC 596 - Student Teaching in the Middle and High School Grades
  AND ESC 612 - Seminar in Secondary Student Teaching

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 742 - Research in Mathematics Education
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics

Earn at least 9 credits

- Three graduate electives in mathematics chosen in consultation with a program adviser.

Culminating Experience

~~**Fulfill ANY of the following requirements:**~~

Complete~~ ALL of~~ the following Course~~s~~:

- ~~ESC 706 - Project Seminar I~~
- ~~ESC 707 - Project Seminar II~~

~~Students who elect to write a Master's thesis must concurrently enroll in the above courses.~~

~~**Comprehensive Examination**~~

- ~~A comprehensive written examination or research project after all course work has been completed. Students who elect to conduct a research project must enroll in 3 additional credits of research-related course work.~~

Masters Requirements - Sequence 4

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education Sequence (21 credits):

Credits

ESC 532	Teaching Mathematics in Middle and High School	3
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3
ESC 595	Internship in Classroom Teaching	3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3
ESC 612	Seminar in Secondary Student Teaching	3

Mathematics (9 credits):

Three or four graduate electives in mathematics chosen in consultation with a program adviser.

~~**Research and Culmination Projects (0-3 credits):**~~

		~~Credits~~
~~ESC 706~~	~~Project Seminar I~~	~~1~~
~~ESC 707~~	~~Project Seminar II~~	~~2~~

~~Students who elect to write a Master's thesis must concurrently enroll in the above courses.~~

~~**Comprehensive Examination**~~

- ~~A comprehensive written examination (0 credits) or research project (3 credits) after all course work has been completed. Students who elect to conduct a~~

~~research project must enroll in 3 additional credits of research-related course work.~~

Masters Requirements - Sequence 5

Type: Completion requirement

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements - Sequence 6

Type: Completion requirement

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development
- EDS 712 - The Adolescent with Disabilities
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems
- EDS 743 - Behavioral Assessment, Management, and Change
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education

Pedagogical Core

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School

Student Teaching

Complete ALL of the following Courses:

- ESC 596 – Student Teaching in Middle and High School Grades
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through ~~4~~ degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades 5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence ~~4~~ candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time

teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7- 12, and must meet any additional New York State requirements.

Masters Requirements - Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9

Type: Completion requirement

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

- Possess New York State initial certification to teach mathematics in grades 5-9.
- Have at least two semesters of successful experience teaching mathematics in grades 7, 8, or 9; or one semester of supervised student teaching in mathematics in grades 7, 8, or 9 (with a grade of B or better).
- Mathematics coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in an interview.
- Meet additional departmental, divisional, and New York State requirements, if any.
- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Continuation Requirements

- Students must maintain a 3.0 grade point average throughout the course of study.

Certificate Requirements

The Extension Program in Mathematics Education consists of 17 credits, as outlined below. A minimum of a B average must be maintained throughout the course of the Program. All students are to consult with an adviser in Mathematics Education before starting the Program.

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School
- ESC 749 - Teaching Mathematics in Grades 11 and 12

Mathematics Content

Complete ALL of the following Courses:

- MAT 604 - Application of the Real and Complex Number Systems
- MAT 615 - Modern Algebra
- MAT 637 - Topics in Discrete Mathematics

This program is designed for candidates who hold New York State initial certification to teach Mathematics in grades 5-9 (Middle Childhood Education) and wish to extend their certification to include grades 7-12 (Adolescent Education).

3. **To:**

Mathematics 5-9 and 7-12, MSED

The graduate program for middle and high school mathematics teachers leads to a Master of Science in Education degree. Registered with the State Education Department, this program leads to both initial and professional certification to teach mathematics in grades 5-9 or 7-12, provided all other requirements have been satisfied. Applicants will apply for one of 6 sequences based on their qualifications:

Sequence 1 (40–42 credits): Non-math majors: For liberal arts and sciences graduates who have completed 18 credits in mathematics, including Calculus I and Calculus II, who lack professional education coursework, and who seek mathematics certification, grades 5-9.

Sequence 2 (47–49 credits): Non-math majors: For liberal arts and sciences graduates who do not hold a bachelor's degree in mathematics but who have completed 18 credits in mathematics, including Statistics, Calculus I, Calculus II, Linear Algebra, and History of Mathematics, and who lack professional education coursework and seek mathematics certification, grades 7-12.

Sequence 3 (40-42 credits): Mathematics majors: For candidates who hold a bachelor's degree in mathematics, but lack professional education coursework, and who seek mathematics certification, grades 7-12.

Sequence 4 (31-33 credits): Mathematics majors with an education minor that meets NYS core requirements in educational psychology, educational foundations, literacy, technology, special education, and supervised field experiences; candidates seek mathematics certification, grades 7-12.

Sequence 5 (42 credits): Mathematics majors: For candidates who hold a bachelor's degree in mathematics and seek certification in Mathematics Education and Students with Disabilities (SWD), grades 7-12.

Sequence 6 (45 credits): Mathematics majors: For Residency Program candidates who hold a bachelor's degree in mathematics and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7-12.

Requirements

Masters Requirements - Admission Requirements

Type: Completion requirement

1. A bachelor's degree (or its equivalent) from an accredited college or university with an overall index of 3.0 or better.

2. For Sequence 1 (non-math majors): Mathematics course work of at least 18 credits that include Calculus I and II, with an overall index of 3.0 or better in all mathematics courses taken; candidates seek mathematics certification, grades 5-9.

3. For Sequence 2 (non-math majors): Mathematics course work to include Statistics; Calculus I; Calculus II; Linear Algebra; and History of Mathematics; with an overall index of 3.0 or better in all mathematics courses taken; candidates seek mathematics certification, grades 7-12.

4. For Sequence 3: mathematics majors who lack education coursework and who seek mathematics certification, grades 7-12.

5. For Sequence 4: mathematics major with an education minor that meets NYS core requirements in educational psychology, educational foundations, literacy, technology, special education, and supervised field experiences. Candidates seek mathematics certification, grades 7-12.

6. For Sequence 5: mathematics major and mathematics coursework to include Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics. Candidates seek certification in both Mathematics and Students With Disabilities (SWD).

7. For Sequence 6 (Residency Program candidates), mathematics major and submission of passing scores on the New York State Content Specialty Tests (CSTs) in both Mathematics and in Students with Disabilities (SWD).

8. If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

9. Two letters of recommendation, at least one of which is from a college or university instructor of mathematics.

10. A 500-word essay on career goals.

11. A personal interview.

Masters Requirements - Overall

Type: Completion requirement

Earn at least 30 credits

Masters Requirements - Sequence 1

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:	**Credits**
• ESC 501 - Psychological Foundations of Education	3
• ESC 502 - Historical Foundations of Education: A Multicultural Perspective	3
• ESC 506 - Special Needs Education in TESOL and Secondary Settings	3
• ESC 532 - Teaching Mathematics in Middle and High School	3
• ESC 595 - Internship in Classroom Teaching	1-3
AND ESC 612 - Seminar in Secondary Teaching	3
• Or	
• ESC 596 - Student Teaching in the Middle and High School Grades	3
AND ESC 612 - Seminar in Secondary Teaching	3

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10 3
- ESC 742 - Research in Mathematics Education 3
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School 3

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint 3

- MAT 602 - Introduction to Number Theory and Modern Algebra I 3
- MAT 655 - Exploring Mathematics Using Technology 2
- MAT 661 - History of Mathematics 4

Culminating Experience

Complete the following Course:

- ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas 3

Masters Requirements - Sequence 2

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following: **Credits**

- ESC 501 - Psychological Foundations of Education 3
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective 3
- ESC 506 - Special Needs Education in TESOL and Secondary Settings. 3
- ESC 532 - Teaching Mathematics in Middle and High School. 3
- ESC 595 - Internship in Classroom Teaching 1-3
  AND ESC 612 - Seminar in Secondary Teaching 3
- ESC 596 - Student Teaching in the Middle and High School Grades 3
  AND ESC 612 - Seminar in Secondary Teaching 3

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10 3
- ESC 742 - Research in Mathematics Education 3
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School 3
- ESC 749 - Teaching Mathematics in Grades 11 and 12. 3

Mathematics

Complete ALL of the following Courses:

- MAT 601 - Secondary School Mathematics from an Advanced Standpoint 3
- MAT 604 - Application of the Real and Complex Number Systems 3
- MAT 637 - Topics in Discrete Mathematics 4
- MAT 655 - Exploring Mathematics Using Technology 2
- MAT 615 - Modern Algebra 4

Culminating Experience

Complete the following Course:

ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas 3

Masters Requirements - Sequence 3

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education

Earn at least 16 credits from the following:

- ESC 501 - Psychological Foundations of Education 3
- ESC 502 - Historical Foundations of Education: A Multicultural Perspective 3
- ESC 506 - Special Needs Education in TESOL and Secondary Settings. 3
- ESC 532 - Teaching Mathematics in Middle and High School. 3
- ESC 595 - Internship in Classroom Teaching 1-3
  AND ESC 612 - Seminar in Secondary Teaching 3
- ESC 596 - Student Teaching in the Middle and High School Grades 3
  AND ESC 612 - Seminar in Secondary Teaching 3

Pedagogical Content in Mathematics Education

Complete ALL of the following Courses:

- ESC 740 - Teaching Mathematics in Grades 7-10 3
- ESC 742 - Research in Mathematics Education 3
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School 3
- ESC 749 - Teaching Mathematics in Grades 11 and 12. 3

Mathematics

Earn at least 9 credits

- Three graduate electives in mathematics chosen in consultation with a program adviser.

Culminating Experience

Complete the following Course:

ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas 3

Masters Requirements - Sequence 4

Type: Completion requirement

Fulfill ALL of the following requirements:

Core Education Sequence (19-21 credits):

		Credits
ESC 532	Teaching Mathematics in Middle and High School	3
ESC 740	Teaching Mathematics in Grades 7-10	3
ESC 742	Research in Mathematics Education	3
ESC 748	Teaching Problem Solving in Mathematics in Middle and High School	3
ESC 749	Teaching Mathematics in Grades 11 and 12	3
ESC 595	Internship in Classroom Teaching	1-3
	Or	
ESC 596	Student Teaching in the Middle and High School Grades	3

ESC 612 Seminar in Secondary Teaching 3

Mathematics (9 credits):

Three or four graduate electives in mathematics chosen in consultation with a program adviser.

Complete the following Course:

ESC 708 - Project Seminar in Curriculum, Materials, and Assessment in Specialized Areas 3

Masters Requirements - Sequence 5

Type: Completion requirement

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development 3
- EDS 712 - The Adolescent with Disabilities 3
- EDS 714 - Curr&Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set 3
- EDS 716 - Practicum in Curriculum&Instruction for Culturally&Linguistically Diverse Adolescents w/disabilities 3
- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems 3
- EDS 743 - Behavioral Assessment, Management, and Change 3
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education 3

Pedagogical Core

Complete ALL of the following Courses: **Credits**

- ESC 740 - Teaching Mathematics in Grades 7-10 3
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and

- High School 3
- ESC 749 - Teaching Mathematics in Grades 11 and 12 3
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools 3
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School 3

Student Teaching

Complete ALL of the following Courses:

- ESC 597 - Student Teaching in Inclusive Secondary Classrooms 3
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms 3

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements - Sequence 6

Type: Completion requirement

Dual Certification in Mathematics Education and Teaching Students with Disabilities Generalist Grades 7-12 Option

Fulfill ALL of the following requirements:

Foundations Core

Complete ALL of the following Courses:

- EDS 780 - Adolescent Development 3
- EDS 712 - The Adolescent with Disabilities 3
- EDS 714 – Curr & Instructional Pract Culturally&Linguistically Diverse Adolescents w/Disabilities Inclusive Set 3
- EDS 716 - Practicum in Curriculum & Instruction for Culturally & Linguistically Diverse Adolescents w/disabilities 3

- EDS 741 - Psycho-educational Evaluation of Children with Learning Problems 3
- EDS 743 - Behavioral Assessment, Management, and Change 3
- ESC 529 - Language and Literacies Acquisition in Middle & HS Education 3

Pedagogical Core

Complete ALL of the following Courses: Credits

- ESC 740 - Teaching Mathematics in Grades 7-10 3
- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School 3
- ESC 749 - Teaching Mathematics in Grades 11 and 12 3
- ESC 540 - Teaching ELA and Social Studies to Diverse Students in Secondary Schools 3
- ESC 541 - Teaching Math and Science to Diverse Students in Middle and High School 3

Student Teaching

Complete ALL of the following Courses:

- ESC 596 – Student Teaching in Middle and High School Grades 3
- ESC 597 - Student Teaching in Inclusive Secondary Classrooms 3
- ESC 613 - Student Teaching and Project Seminar in Diverse and Inclusive Secondary Classrooms 3

Candidates with a bachelor's degree in mathematics with no relevant secondary education coursework and seek initial certification in Mathematics Education and Students with Disabilities (SWD) grades 7- 12.

- Candidates must have the following pre-requisite courses in mathematics: Statistics, Calculus I, Calculus II, Calculus III, Computer Methods, Linear Algebra, Probability, Geometry and History of Mathematics.

Masters Requirements - Additional Certification Requirements

Type: Completion requirement

After fulfilling the Sequences 1 through 6 degree requirements including New York State distribution requirements in mathematics education, candidates are recommended for initial certification in Mathematics Education 5-9 or 7-12. To be eligible for certification in New York State, the candidate's TEACH account must include (a) an application for the Initial Mathematics Education (Grades5-9 or Grades 7-12) certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; (c) passing scores on the following New York State examinations: Educating All Students (EAS), and Mathematics CST; and (d) the completed fingerprinting clearance. Please see adviser for more information.

In addition to the requirements above, Sequence 5 candidates will also need to complete (a) an application for the Initial Students with Disabilities Generalist 7-12 certificate through the Approved Teacher Preparation Program pathway (b) the Lehman College recommendation; and (c) passing scores on the Special Education Content Specialty Test.

In order to qualify for Professional Certification in Mathematics Education 5-9 or 7-12, in addition to the Master's degree, teachers must complete one year of mentored, full-time teaching and two years of full-time teaching in a public or private school, which serves grades 5-9 or 7- 12, and must meet any additional New York State requirements.

Masters Requirements - Extension to the New York State Initial Certificate to Teach Mathematics in Grades 5-9

Type: Completion requirement

Extension Program in Mathematics Education

Fulfill ALL of the following requirements:

Admission Requirements

- Possess New York State initial certification to teach mathematics in grades 5-9.
- Have at least two semesters of successful experience teaching mathematics in grades 7, 8, or 9; or one semester of supervised student teaching in mathematics in grades 7, 8, or 9 (with a grade of B or better).
- Mathematics coursework in Calculus I, Calculus II, Linear Algebra, Statistics, and History of Mathematics with a GPA of 3.0 or better.
- Submit two (2) letters of recommendation, at least one of which is from a college or university instructor of mathematics.
- Submit a 500-word essay on career goals.
- Participate in an interview.
- Meet additional departmental, divisional, and New York State requirements, if any.

- If conditionally admitted, make up requirements starting in the first semester and finishing in no more than three consecutive semesters.

Continuation Requirements

- Students must maintain a 3.0 grade point average throughout the course of study.

Certificate Requirements

The Extension Program in Mathematics Education consists of 17 credits, as outlined below. A minimum of a B average must be maintained throughout the course of the Program. All students are to consult with an adviser in Mathematics Education before starting the Program.

Curriculum and Instruction

Complete ALL of the following Courses:

- ESC 748 - Teaching Problem Solving in Mathematics in Middle and High School 3
- ESC 749 - Teaching Mathematics in Grades 11 and 12 3

Mathematics Content

Complete ALL of the following Courses:

- MAT 604 - Application of the Real and Complex Number Systems 3
- MAT 615 - Modern Algebra 4
- MAT 637 - Topics in Discrete Mathematics 4

This program is designed for candidates who hold New York State initial certification to teach Mathematics in grades 5-9 (Middle Childhood Education) and wish to extend their certification to include grades 7-12 (Adolescent Education).

4. **Rationale:**

In our program, the ESC 708 master's project is replacing ESC 706-707 (research paper project or comprehensive exam). While this will not alter the program's learning outcomes, the 708 project-based assessment aligns more closely with national standards for mathematics teachers. It also allows candidates to demonstrate their knowledge, skills, and dispositions in ways that better reflect actual classroom teaching.

We made minor changes in sequence descriptions for clarity and consistency.
We also corrected errors in the total number of credits listed for Sequences 1-4 and we corrected the minimum number of math credits for Sequence 2 (from 15 to 18). The actual number of credits, however, does not change for any of these Sequences.

Finally, we added the credits next to each course listed in the sequences to make this clearer for students.

5. **Date of departmental approval:** 02-15-2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Speech Language Pathology with Bilingual Extension, MA
Hegis Number: 1220.00
Program Code: 25816
Effective Term: Fall 2025

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

2. **From:**
The M.A. Program in Speech-Language Pathology with Bilingual Extension prepares students for professional careers as bilingual speech-language pathologists. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements – Admissions Requirements
Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work
Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: course, course, course, course, course or course, and course or the equivalent, to be eligible for admission into the M.A program.

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in oral and written or other forms of communication sufficient for entry into professional practice.

Personal Statement & Self-Assessment

- Personal statement that includes a description of the study of a language other than English.
- Participate in an interview, which requires a self-assessment and verification of language proficiency in their preferred language.

Masters Requirements – Master of Art

Type: Completion requirement

Earn at least 72 credits
Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients.
- Matriculated students must attend two professional development seminars with proof of certification of attendance.

Masters Requirements - Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE 700 - Introduction to Research Methods
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology

- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Phonology and Articulation
- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language Disorders in School-Age Children and Adolescents
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia

- **SPE 729**: 2 semesters, 3 credits each.
- **SPE 730**: 2 semesters, 3 credits each.
- **SPE 734**: 2 semesters, 3 credits each.

Masters Requirements - Education courses

Type: Completion requirement

~~**Fulfill ANY of the following requirements**~~
~~**Earn at least 6 credits from the following:**~~
- ~~ESC 759- Foundations of Bilingual/Bicultural Education~~
- ~~ESC 761- Teaching English as a New Language, grades 5-12~~

~~**Earn at least 6 credits from the following**~~
- ~~EDC 709 Multilingualism in the Classroom, Birth to Grade 6~~
  ~~**Or** EDE 709- Multilingualism in the Classroom Birth to Grade 6~~
- ~~EDC 727- Teaching English as a New Language in School Settings (Preschool to Grade 2)~~
  ~~**Or** EDE 727- Teaching English as a New Language (Grades 1-6)~~

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 3 credits from the following:
- SPE 709 - Speech-Language Pathology in Educational Setting
- SPE 711 - Counseling in Speech-Language Pathology

- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar

3. **To:**
The M.A. Program in Speech-Language Pathology with Bilingual Extension prepares students for professional careers as bilingual speech-language pathologists. Graduates of this M.A. program meet the academic and clinical education standards established by the American Speech-Language-Hearing Association for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) and the New York State Education Department (NYSED) for teacher certification and state licensure in Speech-Language Pathology. The graduate program, in the Department of Speech-Language-Hearing Sciences at Lehman College, is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA).

Masters Requirements – Admissions Requirements
Type: Prerequisite

Earn a minimum GPA of 3.0

- A bachelor's degree (or its equivalent) from an accredited college or university.
- Demonstrate the potential to successfully pursue graduate study that is, having attained a minimum grade average of 3.5 in speech-language pathology courses taken for the graduate major (e.g. undergraduate record or as pre-requisite course fulfillment) and a minimum overall cumulative grade average of 3.0 in the undergraduate record.

Core Prerequisite Course Work
Students accepted for matriculation in the M.A. Program in Speech-Language Pathology must have completed the Lehman College undergraduate major in Speech Language and Hearing Sciences, or its equivalent at another institution. Students who have completed an undergraduate degree in a different major must complete 18 credits of core prerequisite course work: course, course, course, course, course or course, and course or the equivalent, to be eligible for admission into the M.A program.

Recommendation & Interview

- A minimum of two letters of recommendation from professors, one of which must be a professor of a speech-pathology or audiology course taken by the applicant.
- Following an initial application review, select applicants will be invited for a personal interview and will be interviewed by two faculty members. The American Speech-Language-Hearing Association requires that students possess skills in

oral and written or other forms of communication sufficient for entry into professional practice.

Personal Statement & Self-Assessment

- Personal statement that includes a description of the study of a language other than English.
- Participate in an interview, which requires a self-assessment and verification of language proficiency in their preferred language.

Masters Requirements – Master of Art

Type: Completion requirement

Earn at least 72 credits
Earn a minimum GPA of 3.0

- To avoid academic probation, students must maintain a minimum GPA of 3.0 throughout their program. Students who achieve a GPA of 2.75 or lower in their first 12 credits cannot continue in the program, subject to appeal. A GPA of 3.0 or greater is required for enrollment in SPE 729 Clinical Practicum (two semesters) and for enrollment in SPE 730 (two semesters).

Clinical Practicum

- To be eligible for the Certificate of Clinical Competence awarded by the American Speech-Language-Hearing Association (ASHA) and for current New York State licensure in speech-language pathology, students must also successfully complete a minimum of 400 hours of clinical practicum, of which 25 hours include clinical observation of intervention supervised by ASHA certified speech-language clinicians. Of the 375 direct contact hours of clinical practicum, 50 must be with bilingual clients.
- Matriculated students must attend two professional development seminars with proof of certification of attendance.

Masters Requirements - Required Courses

Type: Completion requirement

Complete ALL of the following Courses:

- SPE 530 - Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE 700 - Introduction to Research Methods
- SPE 701 - Professional and Ethical Issues in Speech Language Pathology
- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 705 - Speech Science
- SPE 717 - Neuroanatomy and Physiology for Communication Disorders
- SPE 718 - Phonology and Articulation

- SPE 719 - Audiology and Aural Rehabilitation for the Speech-Language Pathologist
- SPE 721 - Early Childhood Language Disorders
- SPE 722 - Language Disorders in School-Age Children and Adolescents
- SPE 723 - The Nature, Diagnosis, and Treatment of Fluency Disorders
- SPE 725 - Diagnostic and Clinical Methods in Speech-Language Pathology
- SPE 726 - Aphasia and Related Disorders
- SPE 727 - Voice Disorders
- SPE 729 - Clinical Practicum and Seminar in Speech-Language Pathology
- SPE 730 - Externship Practicum
- SPE 734 - Diagnostic Practicum
- SPE 736 - Motor Speech Disorders
- SPE 739 - Dysphagia

- **SPE 729**: 2 semesters, 3 credits each.
- **SPE 730**: 2 semesters, 3 credits each.
- **SPE 734**: 2 semesters, 3 credits each.

Masters Requirements - Education courses

Type: Completion requirement

Fulfill one of the following required combinations of two courses:

ESC 759 Foundations of Bilingual/Bicultural Education
and
ESC 761 Teaching English as a New Language, grades 5-12

Or

EDC 709 Multilingualism in the Classroom, Birth to Grade 6
OR
EDE 709 Multilingualism in the Classroom, Birth to Grade 6

AND

EDC 727 Teaching English as a New Language in School Settings (Preschool to grade 2)
OR
EDE 727 Teaching English as a New Language (Grades 1 to 6)

Masters Requirements - Elective Courses

Type: Completion requirement

Earn at least 3 credits from the following:

- SPE 709 - Speech-Language Pathology in Educational Setting

- SPE 711 - Counseling in Speech-Language Pathology
- SPE 714 - Topics in Speech-Language Pathology
- SPE 735 - Seminar in Speech-Language Pathology
- SPE 748 - Augmentative and Alternative Communication (AAC)
- SPE 754 - Medical Speech Language Pathology
- SPE 755 - Autism Spectrum Disorders and Related Disorders
- SPE 756 - Advanced Clinical Methods and Writing
- SPE 757 - Topics in Early Intervention
- SPE 758 - Global Initiatives in Speech-Language Pathology
- SPE 796 - Independent Study
- SPE 799 - Thesis Seminar

4. **Rationale**:
The requirements for program completion have not changed. Instead, we have modified the description of the requirements to make it easier for students to understand.

5. **Date of departmental approval:** 9/20/2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

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

2. **From:**

Department(s)	Speech-Language-Hearing Sciences
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	SPE
Course Prefix & Number	SPE 722
Course Title	Language Disorders in ~~School- Age~~ Children ~~and Adolescents~~
Description	Language disorders and the cognitive/linguistic processes involved in learning ~~and in-class performance of~~ listening, speaking, reading, and writing; emphasis on the similarities and differences between spoken and written language and the relationship between oral and written language disorders.
Pre/ Co Requisites	SPE 721
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	__x_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	Speech-Language-Hearing Sciences
Career	[ ] Undergraduate [x] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	SPE
Course Prefix & Number	SPE 722
Course Title	Language and Literacy Disorders in Children
Description	Language disorders and the cognitive/linguistic processes involved in learning as it relates to listening, speaking, reading, and writing; emphasis on the similarities and differences between spoken and written language and the relationship between oral and written language disorders.
Pre/ Co Requisites	SPE 721
Credits	3
Hours	3
Liberal Arts	[ ] Yes [x] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	_x__ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society ____ Scientific World

4. **Rationale:**
The name and description have been changed to better represent the course content and keep the terminology updated.

5. **Date of departmental approval:** 9/20/2024

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Bilingual Speech-Language Pathology, Advanced Certificate
Hegis Number: 1220.00
Program Code: 40429
Effective Term: Fall 2025

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

2. **From:**

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.

Advanced Certificate Requirements – Admission Requirements Type

Type: Completion Requirement

Earn a minimum GPA of 3.0

- Master's degree in Speech-Language Pathology (or equivalent)
- Grade point average of 3.0 or better in the master's degree

Certification

- 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).

Advanced Certificate Requirements - Overall

Type: Completion Requirement
Earn at least 15 credits

Advanced Certificate Requirements - Speech-Language Pathology Courses

Type: Completion Requirement

Complete ALL of the following Courses:

- SPE 530 – Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 730 - Externship Practicum

Advanced Certificate Requirements – Education Courses

Type: Completion requirement

~~Fulfill ALL of the following requirements:~~
~~Complete ALL of the following Courses:~~

- ~~ESC 759 - Foundations of Bilingual/Bicultural Education~~

~~Complete at least 1 of the following Courses:~~

- ~~ESC 761 - Teaching English as a New Language, grades 5-12~~
- ~~EDC 709 - Multilingualism in the Classroom, Birth to Grade 6~~
- ~~EDE 709 - Multilingualism in the Classroom Birth to Grade 6~~
- ~~EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)~~
- ~~EDE 727 - Teaching English as a New Language, Grades 1 to 6)~~

3. **To:**

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.

Advanced Certificate Requirements – Admission Requirements Type

Type: Completion Requirement

Earn a minimum GPA of 3.0

- Master's degree in Speech-Language Pathology (or equivalent)
- Grade point average of 3.0 or better in the master's degree

Certification

- 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).

Advanced Certificate Requirements - Overall

Type: Completion Requirement
Earn at least 15 credits

Advanced Certificate Requirements - Speech-Language Pathology Courses

Type: Completion Requirement

Complete ALL of the following Courses:

- SPE 530 – Organization of the Speech and Hearing Program in Elementary and Secondary Schools
- SPE 703 - Theory and Application of Bilingualism to Speech Language Pathology
- SPE 730 - Externship Practicum

Advanced Certificate Requirements – Education Courses

Type: Completion requirement

Fulfill one of the following combinations of courses:

- ESC 759 Foundations of Bilingual/Bicultural Education and
- ESC 761 - Teaching English as a New Language, grades 5-12

OR

- EDC 709 - Multilingualism in the Classroom, Birth to Grade 6 or EDE 709 - Multilingualism in the Classroom Birth to Grade 6
  AND
- EDC 727 - Teaching English as a New Language in School Settings (Preschool to grade 2)
  OR
- EDE 727 - Teaching English as a New Language (Grades 1 to 6)

4. **Rationale:**
The requirements for program completion have not changed. Instead, we have modified the description of the requirements to make it easier for students to understand.

5. **Date of departmental approval:** September 20, 2024

LEHMAN COLLEGE

Committee on Assessment
Report to the Senate November 13, 2024

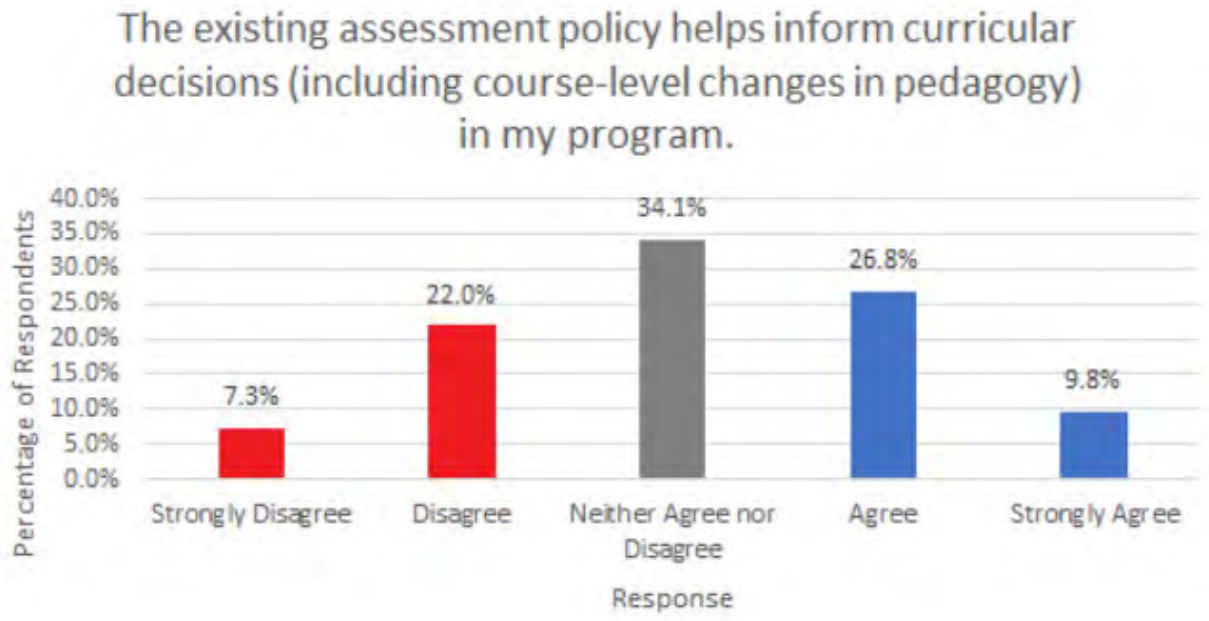
The Committee on Assessment met on October 16, 2024

- ✓ The committee sought nominations for its chairperson. Devrim Yavuz has been selected for the current academic year.

- ✓ Guest Donald Sutherland Lehman College's Assessment & Institutional Effectiveness Manager presented results of the survey of Faculty on Assessment along with his recommendations. To remember the survey was prepared and administered in the Spring of 2023 with input from our Committee on Assessment. We encourage the Lehman College community to look at the presentation at the Office for Institutional Effectiveness website:

  https://www.lehman.cuny.edu/institutional-effectiveness/office-of-assessment-educational-effectiveness.php#assessmentreports

  It is rich in detail and will guide our discussions on best ways to approach assessment on campus at our next meetings. Highlights from the presentation suggest that Lehman College faculty are split (and ambivalent) on whether Assessment is used effectively. For instance, 36.6% of respondents agreed that assessment policy helped inform curricular decisions, while nearly 30% disagreed and 34% fell somewhere in the middle.



  Preliminary discussions emphasized that assessment practices and results can be shared more widely. And assessment policy can also better reflect the needs of programs.

- ✓ The committee voted to bring the following resolution on the length of the assessment timeline to the Senate floor for a vote. This is a resolution that the Assessment Committee had been discussing during the 2023-2024 Academic year because the committee felt that a resolution passed by the Senate extending the clock to 8 years would ensure that assessment at Lehman reflects the needs of various programs and units. The survey of faculty discussed above further confirmed this need.

SENATE RESOLUTION ON THE LENGTH OF THE ASSESSMENT CYCLE FOR PROGRAMS AND ACADEMIC AND EDUCATIONAL SUPPORT SERVICES

Whereas, various accreditation agencies and higher education associations recommend evaluating the effectiveness of learning goals and/or performance goals regularly;

Whereas, the Lehman College community has a long-standing commitment to academic freedom and balancing the need to document effectiveness with the mission of various disciplines and units;

Whereas, the Lehman College Senate's Assessment Committee is charged with recommending "policies regarding the institutional effectiveness of academic and administrative affairs of the College";

Be it resolved that the Assessment Committee and Lehman College Senate recommends that administrative units, academic programs, and academic and educational support services assess each of their learning goals and/or performance goals at least twice within an eight-year period.

Governance Committee Report
November 13th, 2024

1. Undergraduate Curriculum Committee Vacancy
    a. Nominates **Amod Choudhary** (MBI) for term exp 6/26
    b. Any Additional Nominations?
    c. Move To A Vote

2. Senate Websites: Committee Blurbs
    a. Add Short Blurbs About Committee Functions To Senate Website
    b. See Sample: Governance Committee
    c. Governance Committee Will Prepare, Send To Committees For Approval
    d. Once Approved, All Blurbs Will Be Added

3. Next Governance Committee Meeting, Monday November 18th at 10am via Zoom.

Good Afternoon College Senate, It is very nice to see everyone again and I hope everyone has been settling into the semester seamlessly. SGA has been kicking off the year with many events to settle our students in, all of which had great turnouts.

Campus life had kicked off the month with their hispanic heritage event in which the attendees had the opportunity to write their name in mayan giving students the opportunity to dive into ancient writing systems and form bonds with other students. Campus life also began their five week leadership for all program which guides students to reflect on their values, identity and philosophy all to encourage their leadership capabilities. SGA also held our spirit week this month with decades day, wear pink wednesday and wear your school colors day which many students participated in. This month SGA also hosted our fall fest event that was packed with food, games, inflatables and a DJ. Many students attended the event to enjoy it with their friends as well as to connect with new people, we had an excellent turnout.

We have also completed our special elections on the 18th of October where we elected our remaining seats of senators and VPs and now we have a full board in both senate and executive board.

Overall SGA had a very successful month this October and we look forward to seeing students and faculty at many more events to come. We would also like to thank the College senate for the continued support and encouragement and I, myself, look forward to working and building connections with you all over the course of the year. Thank you.

EIAAR Committee Report

Equity, Inclusion, Accessibility, and Anti-Racism

Senate Meeting: November 13, 2024

In Attendance: Takiyah Ali (Chair), Daniel Aguaiza, Lise Colbert, Matthew Frye-Castillo, Gabriella Kohler, Victoria Rei, Maritza Rivera.

Letter to Campus Leadership

The EIAAR committee was included in a correspondence sent to Lehman Leadership, which expressed concerns regarding actions taken during a campus gathering/demonstration that took place last month. With the assistance of our Administrator and Officer of Compliance and Diversity, Ms. Maritza Rivera, the committee presently understands that the matter is under investigation. It was noted that President Delgado responded to the letter. While specifics of the ongoing investigation are not available at this time, the President expressed openness to a discussion on how all members of the Lehman community can responsibly adhere to the University's guidelines for demonstrations and the CUNY Code of Conduct (Henderson Rules).

Committee Reaction?

- There was mixed awareness of the matter among committee members.

Early Recommendations –

- A constructive dialogue among students, faculty, and leadership to explore and understand any differing interpretations of the University's guidelines and Henderson Rules.
- Following this, the committee suggests reviewing and potentially refining the language in the Student Handbook Addendum for greater clarity.

Wellness Resolution

The committee is working on refining a proposal for an annual Wellness Day.

Food Insecurity Resolution

Last month we reported that the Panera Bread Foundation provided the campus with 12,810 items, valued at $44,258.

The Basic Needs Center reached out to the committee to let us know how much the students love the donations and for suggestions on how to further support the initiative.

Early Recommendation –

- Engage new Basic Needs Center hires (or) volunteers and possibly coordinate with campus facilities/public safety for after-hours access to properly store donation pick-ups overnight on campus.

Campus Workshops
We've learned that presenters favor in-person sessions for engagement purposes. Some Lehman community members may face challenges attending in-person only sessions.

Recommendation –

- The committee suggested that the Office of Compliance and Diversity Director consider alternatives, such as recording events and building out comprehensive online/hybrid options to enhance accessibility to the campus community.

Library Resources
Martiza Rivera shared that Funds have been allocated to develop a lending library focused on Inclusivity. Faculty recommendations are currently being collected for relevant books.

Recommendation –

- We encourage non-faculty recommendations as well.

Next Meeting
TBD

Respectfully Submitted,

Takiyah

Campus Life and Facilities Committee Report
November 13, 2024 Senate Meeting

1). Campus construction updates

2). Other matters (bookstore prices, cafeteria prices, etc)

Library Technology and Telecommunications Committee Report

Next Meeting: Tuesday, November 26th @ 11 AM

Location: ZOOM

Library

- Library has Group Study Rooms available for student use during Library Hours. Please visit Library Homepage to reserve a Study Room for your Group. Log in with your Bb/CUNYfirst Credentials.
- Lehman faculty – As part of Leonard Lief Library's ongoing efforts to improve our Instruction program – we invite you to share your feedback through a brief Survey. Your responses will remain anonymous. Link is found on Library Homepage. Please submit your responses by Friday 11/15
- Library Announces a Reading and Discussion with Thomas Spear on Tuesday, November 19th from 1-2 in Library Tree House. Thomas will be reading from his book ***Les mas-cara-des du Wisconsin*** (In English) Register on Library Homepage

Information Technology

- As the campus community is aware, Lehman College will be transitioning to a new Learning Management System in the Summer 2025 but for the greater community Fall 2025. Lehman College has unveiled a new LMS transition website. The new website has plenty of information and will answer most commonly asked questions. Please check the website often as it will be updated often as new information becomes available to the community. While you are looking at the new website, be sure to click on the Master Brightspace – Sign Up for Training Link. The address for the new website is: lehman.edu/brightspace
- We are pleased to announce the start of Lehman's Ambassador Program which 13 faculty members will be helping us train faculty on pedagogical design in Brightspace. Please stay tuned for more information on our Ambassador Program
- The Information Technology Division is works to serve the college community with their technology needs. IT is pleased to announce that the new Student Affairs website is now live. In addition, several Student Affairs sub websites are also live in production now.
- We are continually getting closer to using the CUNY login for Lehman applications. The one login will streamline our community's access to our various applications and greatly reduce memorizing various logins and passwords.

- The CUNY IT Conference at John Jay College is December 5th and 6th. Registration is Free and open to the CUNY community. Please GOOGLE – CUNY IT Conference and register to attend.

Blackboard/Learning Management System

- The attendance tool in Brightspace will not be available to faculty. The CUNY Office of Academic Affairs has decided that since CUNY is a non-attendance taking institution, they have decided to disable the attendance tool in Brightspace
- The Bronx Ed Tech Showcase will be held at Lehman College on May 2, 2025. The Ed Tech Showcase committee will be sending out SAVE THE DATE Reminders shortly. The Call for Proposals will be sent during January. Please consider presenting at the showcase. The CUNY Community is Welcome to attend

Center for Teaching and Learning/Online Education

- The Fall Faculty Student Success Showcase will take place on November 21st at 11 AM in the Performing Arts Center Lobby. This event is dedicated to promoting scholarly engagements and awareness about faculty and student success, as well as showcasing impactful teaching and research practices.
- Collaborative Online International Learning (COIL) is at Lehman this academic year, COIL is an enriched virtual exchange program co-facilitated by Asako Tochika, Lehman professor and COIL coordinator, and Lehman's Center for Teaching and Learning. Students engage with international peers via educational technology for projects, discussions, and other meaningful collaborations for learning.
-

USF Oct. 22, 2024 Plenary meeting Lehman Representatives Report for Lehman College Senate, Nov, 13 2024 meeting, Prepared by Lehman Representatives Naomi Zack, David Manier, and Stephen Castellano.

The 444th Plenary Session of The University Faculty Senate of The City University of New York Rooms 0818/0819 Tuesday, October 22, 2024 6:30 – 8:00 p.m.

Agenda **Lehman Representative notes in bold**

1. Approval of the Agenda
2. Approval of the Minutes of September 17, 2024
3. Remarks by Executive Vice Chancellor and University Provost Wendy Hensel – 6:35 – 7:05 p.m. EVP Hensel is leaving CUNY to become President of the University of Hawaii in February 2025. **EVC Wendy Hensel is leaving CUNY to become President of the University of Hawaii. Chancelor Matos Rodriguez announce on November 5, 2024 that Alissa M. Alvero will serve as interim University provost effective Nov. 25, pending approval by the CUNY Board of Trustees.**
4. Discussion of the Lippman Report – 7:05 –7:15
5. Update on UFS Standing Committee Charges – 7:15 – 7:30
6. Vote on Nominees for Student Elections Review Committee (SERC) – 7:30 – 7:35 p.m.
7. Chair's Report – John Verzani – 7:35 – 7:45
8. New Business – 7:45 – 8:00 p.m.

The CUNY USF met on Oct. 22, 2024. Minutes from this meeting will be available, here. Plenaries – CUNY University Faculty Senate

Minutes from Sept 17 meeting UFS Chair Verzani called the meeting to order at 6:30 p.m. The Plenary was held in Room 818/819 at the Central Office, 205 East 42nd Street. 78 of the 140 voting members were present.

Baruch: Present – D'Souza, Ellis, Grein, Harel and Lee. Absent – Martell, Wine and Wymbs. Vacancies – 2. **BMCC:**Present – Belknap, Danison, Glaser, Keane, Littlefield, Oram, Wiseman and Alternate Meltzer. Absent – Comeau-Kirschner, Gonzalez-Urbina, Kelley, and Lomask. **Bronx CC:** Present – Culkin and Fisher. Absent – Kaighobadi and Rothenberg. Vacancies – 1. **Brooklyn:** Present – Cohen, Evans, Kingan and Alternate Kacinik. Absent – Arnow, Bassell, Belyayeva, Levy and Okome. **CCNY:** Present – Binz-Scharf, Kornhauser, Li, Peele and Stemberg. Absent – Jeruzalmi. Vacancies – 3. **CSI:** Present – Gold and Verzani. Absent – Gruber, LaMassa, Vachadze, Wong and Yuan. **CUNY Law School:** Present – Sokkar Harker. Absent – Capulong. **Graduate Center:** Present – Shirazi and Alternate

Peters. Absent – Brown, Burke, Gorman and Riobó. **Guttman CC:** Present – Medina. Absent – Philipose. **Hostos CC:** Present – August, Griffin, Trachman and Alternate Hasan. Absent – Worrell. **Hunter:** Present – Chinn, Clarkson, Dahbour, Troudt and Young. Absent – Chito-Childs, Dudek, Keating, Kenigsberg, Nicolai and Soyer. Vacancies – 1. **John Jay:** Present – Carbonell, Domashevskiy, Kimora, Thompson and Alternate Belcher. Absent – Benton, Grant, Kaplowitz and Narkunas.**Kingsborough CC:** Present – Acosta, Aranoff, Eaton, Navarro, Segal and Stubin. Absent – Devany. **LaGuardia CC**: Present – Albrecht, Fess, Keyes, Klein and Sokolski. Absent – Fernandez and Mann. **Lehman:** Present – Alexander-Street, Castellano, Manier, Wang and Zack. Absent – Bell, Johnson and Vann. **Medgar Evers**: Present – Barker, Chevalier and James. Absent – Huggins. **NYCCT:** Present – Coughlin. Absent – Bennett, Capruso, Gelman, Grujicic-Alatriste and Rodriguez. Vacancies – 2. **Queens:** Present – Naughton, Newman, Pagano, Swedell and Yearwood. Absent – Pai and Sullivan. Vacancies – 4. **Queensborough CC**: Present – Adair, Akpinar, Carroll, Cornick, Puri, and Tai. Absent – Srivastava. **York:** Present – Chirico, Costley and Sheidlower. Absent – Abbott and Lipkind.

Governance Leaders present were: Barker (Medgar Evers), Chinn (Hunter), Chirico (York), Dahbour (Hunter), Gold (CSI), Grein (Baruch), Ialongo (Hostos) and Peters (Graduate Center). Guests present were Chancellor Félix Matos Rodríguez, Jonathan Hanon (Doctoral and Graduate Students' Council), Kenya Harris (SPS) and Eric Barenboim (Doctoral and Graduate Students' Council). Senators observing via Zoom were Abbott (York), Arnow (Brooklyn), Bell(Lehman), Burke (Graduate Center), Cohen (Brooklyn), Gonzalez (BMCC) Gruber (CSI), Hainline (Brooklyn), Johnson (Lehman), Kaplowitz (John Jay), LaMassa (CSI), Lourdes Serrano de la Pena (BMCC), Okome (Brooklyn), Pai (Queens), Srivastava (Queensborough), Sullivan (Queens) and Traver (Queensborough). Guests Observing via Zoom were Itzhak Mano (City), Linda Paradiso (SPS), Mohammed Sarwar (York) and Mara Schvarzstein (Brooklyn). Executive Director Cotter, Administrative Assistant Pasela, and Secretary Blanchard were also present.

1. Approval of the Agenda – Adopted as Proposed
2. Approval of the Minutes of May 7, 2024 – Adopted as Proposed
3. Introduction of Faculty Representatives on CUNY Board of Trustee Committees – 6:35 – 6:45 p.m. – Chair Verzani introduced and then invited each of the Representatives to deliver a few remarks related to the mission of each committee and the roles they expect to play over the course of the next academic year. Chair Verzani urged the body to reach out the Representatives with any further questions or concerns.

4. Remarks by Chancellor Félix Matos Rodríguez – 6:45 – 7:25 p.m. – The Chancellor updated the body on the ongoing collective bargaining negotiations and is hopeful a settlement is arrived at some time in the fall. He then addressed the current enrollment landscape and some of the challenges the University continues to experience. He then explained the role CUNY Connect, which is a program designed to recruit students who have some college but have not completed their degrees, plays in CUNY's overall enrollment strategies. He then discussed the current fiscal state of CUNY and its career success initiatives and its relationship to other programs designed for student success. He then took questions related to the status of underenrolled programs, the state of CUNY libraries, the status of the recently passed UFS resolution related to MetroCards for students, and the governance plan for the CUNY School of Medicine.

5. Approval of UFS Standing Committee Chairs and Introduction of Advisory Committee Chairs – 7:25 – 7:30 p.m. – Chair Verzani opened the floor to further nominations for Chair and reviewed the tentative membership lists for approval by the body. Senators also made formal requests to be added to committees.

6. Report of Proposed Changes to the University Bylaws and Manual of General Policy – Victoria Chevalier – 7:30 – 7:40 p.m. After a brief history surrounding the creation of the UFS Ad Hoc Committee, Vice Chair Chevalier briefly outlined its work over the last few months as it continues to engage the Provost's Office on the initiative. She then updated the body as to the status of the committee's response to the Provost's proposed changes. She then took questions.

7. Acknowledgement of Recently Elected UFS Senators and Alternates 7:40 – 7:45 p.m. – Chair Verzani acknowledged the recently elected and encouraged them to join any one of the Standing or Advisory Committees.

8. Chair's Report – John Verzani – 7:45 – 7:55 p.m. – Chair Verzani gave a brief update on CUNY's enrollment numbers and announced he is preparing a blog on retention numbers as well. He noted the ongoing challenges associated with the structural deficit and how it is affecting the respective campuses, and briefly discussed a slate of recent financial settlements related to Title IX and Title VI cases and their implications for faculty responsibilities moving forward. He then discussed some more details of and outcomes regarding the Provost's memorandum regarding class sizes, and some of the other initiatives proposed by the Provost's office, especially those related to the evaluation of faculty reassigned time and program review by the administration.

9. New Business – 7:55 – 8:00 p.m. – Considerations of time precluded raising any New Business.

There being no further business the meeting adjourned at 8:00 p.m.

Respectfully submitted,

Matthew J. Cotter